

375  
M69s  
1907

REVISED

# COURSE OF STUDY

FOR THE

## Rural and Graded Schools

AND FOR

## Approved High Schools

IN THE

## STATE OF MISSOURI

1907

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APPENDED

LIST OF LIBRARY BOOKS FROM WHICH  
SCHOOL LIBRARIES MUST BE SELECTED

RECEIVED  
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375  
M692  
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# COURSES OF STUDY

FOR

## RURAL AND VILLAGE SCHOOLS.

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### FOREWORD.

The first official course of study was issued in 1899. This course was revised and enlarged in 1905, and an edition of 40,000 copies was published. The revised course was so generally used that the edition was exhausted more than a year ago.

County superintendents and county boards of education are almost unanimous in the request that the State Superintendent revise and publish a general outline course of study for all schools and send out questions for examinations as heretofore. The State Superintendent sincerely hopes that commissioners, superintendents and teachers will devote some time to the careful consideration of this course of study, to the end that it be made most helpful.

If county superintendents and county boards of education deem it best, they may adapt this course to the conditions in their respective counties, naming the texts adopted and setting forth the part that is to be taught in a specified time. This will localize the course without destroying the unity of the work in the State.

The objects to be attained are: (1) To unify and harmonize the work of the schools of the State, to the end that a completely articulated system be formed.

(2) To enable school officers and patrons to know more definitely what is being done in the schools by furnishing them a standard by which to measure results. This will lead to a better understanding and more thorough co-operation between teacher and patrons.

(3) To enable teachers to know when they are doing really effective teaching. A means of comparison will stimulate many teachers to greater efforts, systematize the work of some, and, to some extent, harmonize the work of all.

(4) To place before the pupils a definite amount of work to be done in a specified time, thus encouraging them to complete a course.

(5) To lead to proper gradation and better classification of the schools. To develop in pupils the habit of close observation, and to train them in expression, oral and written.

(6) To cultivate an appetite for good reading, to encourage the establishment of school libraries, in order that wholesome reading matter may be within the reach of every child.

(7) To provide a means by which the record of the work done by one teacher may be left in such a plain, understandable form that the next teacher may begin at the right place and continue the work intelligently. Much time is wasted every year finding out where to begin.

(8) Formal subjects may be taught more effectively through a proper correlation with nature-study or literature. Children in eight years of six or eight months each should become familiar with all the elementary sciences and gain a pretty thorough acquaintance with our best literature. Such a course will contribute much toward training the powers of observation and developing high ideals.

This course will not measure up to the high standard of some Missouri teachers, while others will consider it too elaborate and difficult. In the preparation, the average teacher in the average school has been kept in mind. Every teacher in rural or village schools is earnestly requested to make an honest effort to follow its suggestions. If its provisions do not suit local conditions, change details, following the same general plan. Some teachers will find it necessary to supplement the course; others will be compelled to omit some parts. Let all bear in mind that a uniform system of school work is the aim, and govern themselves accordingly.

The last General Assembly made provision for additional force in this office. This will enable the State Superintendent to keep one man in the field from September to May in the interest of the rural and small village schools. During this period he will visit the schools while in session, confer with teachers, patrons and school officers regarding the best means of improving them. Let it be borne in mind that it is the earnest desire of this office to be helpful in every way possible. When the representative presents himself, please confer with him freely and frankly that his work may be of greatest benefit.

### ALTERNATION OF WORK.

In rural schools it is necessary to combine classes in order to lessen the number of periods of recitation. Alternation is the systematic and regular union of two grades of pupils, both grades doing the work of one year in one class, while the other year's work is omitted. The next year the work omitted is taken up and the first year's work dropped. In this way each pupil does all the work of the course, but not all in the same order, and the number of classes is diminished.

In the first and second years there can not be much alternation, but classes in writing, drawing and nature studies should be combined, the teacher giving special direction and instruction to the different classes or sections on different days.

In the third and fourth years all of the work may be alternated, with the possible exception of arithmetic. But all pupils who have mastered addition, subtraction, multiplication and division of integral numbers, simple and compound, of fractions, common and decimal, may belong to the same class in arithmetic. It is not necessary that every pupil who begins to read in the third reader should begin with the first lesson. There should be only one third reader class, which should consist of pupils who have already spent a year reading in that book, and of pupils who are just beginning it. Every pupil should spend practically two years in the third reader, using as much supplementary reading as possible during the time. The language lessons are so arranged that pupils may take up the work of the fourth year before that of the third.

In the fifth and sixth years all subjects may be alternated. In some localities it may be found difficult to combine classes in arithmetic; but certainly there should not be more than three arithmetic classes for third, fourth, fifth and sixth year pupils. If possible, the number should be reduced to two.

In the seventh and eighth years there will be no trouble whatever in making alternations all along the line. To illustrate, there are given below parallel courses of study for the seventh and eighth years, each year being so arranged as to be entirely independent of the other. The "A" class should study the seventh year work in 1907-8 and the eighth year work in 1908-9.



**Seventh Year.**

Reading and Literature.  
 Grammar (etymology).  
 Arithmetic (percentage).  
 U. S. History.  
 Physiology and Plant Study.

**Eighth Year.**

Reading and Literature.  
 Grammar (syntax and analysis).  
 Arithmetic (mensuration).  
 Civil Gov. and History of Missouri.  
 Elementary Agriculture.

Rural schools may provide for a two years' high school course on this principle of alternation, by alternating the study of literature with composition and rhetoric; physical geography with practical agriculture; ancient history with modern history; and elementary algebra with plane geometry.

**DIVISION INTO QUARTERS.**

Each year's work is divided into quarters instead of months. A six months' school will have six weeks to the quarter; an eight months' school, eight weeks to the quarter. The work is outlined on the theory that in a six months' school the work may be done fairly well; in an eight months' school it may be done thoroughly.

In many instances the work may be alternated by quarters, as well as by years. Schools with short terms should devote ten or more years to the completion of the course mapped out for eight years. It is not recommended that any school devote less than six weeks to the quarter. Five months' schools should undertake to do only three-quarters of the work during the year. If only four months' school is provided, not more than two-quarters work can be done, one year with another.

**EXAMINATIONS AND WRITTEN REVIEWS.**

Language has two forms, oral and written. The written form is frequently neglected, especially in rural schools. Frequent written reviews should be given; examinations should be given quarterly.

*Quarterly Examinations.*—In view of the fact that schools are of unequal length, and that examinations should not be too frequent, it is recommended that every school have written examinations on some Friday in October, December and February of each year. The State Superintendent will prepare questions for these examinations and furnish them to county commissioners and superintendents, to be distributed by them to the teachers.

*Township Examinations.*—It is hoped that there is in every township (municipal or congressional) an organization of teachers. At some central point in each township there should be held an annual examination of all seventh and eighth grade pupils in the schools of the township. This examination should be held by a member of the county board of education or by a committee selected by the teachers of the township. This examination should be held on some Saturday in March. The State Superintendent will prepare questions for this examination also, and furnish them to persons authorized to conduct examinations. Papers should be graded, results tabulated and sent to the county commissioner. All pupils who finish the entire common school course and pass a township examination satisfactorily, should be given certificates entitling them to enter the county examinations. This should be made an occasion for comparison of work. In this way teachers and directors may become better acquainted, and every teacher's ability to get good results may be tested.

*County Examinations.*—A final county examination should be held by the county board in April or May, at the county seat, or at some other designated place, for all pupils recommended for graduation by the township committees. The questions for these examinations will be furnished by the State Superintendent. It is not necessary that all schools should close at the same time. Pupils may be

admitted to either township or county examinations from schools that have closed some weeks earlier or will close some weeks later.

The State Superintendent has prepared a "High School Entrance Certificate" from the common school course, signed by himself, the county commissioner or other examiner, and the teacher, certifying that the holder has completed such a course and is entitled to enter any high school or academy in the State. This means complete articulation of schools, from lowest to highest.

### DIRECTIONS FOR EXAMINATIONS.

1. Teachers should see that everything is in readiness for the examination before the day arrives. Good paper, pens and ink should be furnished by the school board. In the township examinations the school at which the examination is held should furnish ink, while each pupil provides his own paper, pens, pencils, etc.

2. The examination should begin promptly on the morning of the day appointed. The questions may be placed on the board, or dictated.

3. The pupils should not write on both sides of the paper unless necessary to complete a subject.

4. Each answer should be numbered in Roman characters to correspond to the question. Place the numbers in the center of the page above the paragraphs.

5. Everyone should endeavor to do neat work, to use capitals and periods properly, and to spell correctly. Good language is evidence of scholarship.

6. These examinations, to be fair tests of the progress of the pupils and to be valuable to teachers and parents, must be fairly and honestly conducted. No aid whatever should be given. No questions should be answered and no suggestions made that will in any way hint at information required in the examination. Do not let your kind-heartedness, nor your desire for high marks for your pupils, betray you into wronging them, or their parents, by assisting them to tell that which they do not know. Consider the moral effects of such a course on yourself and on your pupils. *Do not deceive by false grades.*

7. The teacher, without marring the paper, will place above each answer, near the Roman character, its grade (on a scale of 100 for the entire paper) and at the beginning of each paper write the sum of these grades. Mark *closely*, considering not how much information has been given in the answer, but whether it is the exact information called for. After grading, return the monthly examination papers to the pupils in class, and require them to note their own mistakes. Permit no change. After inspection, papers should be collected and a permanent record made of the grades of each pupil.

8. Some of the best papers in the quarterly examinations should be taken to the township meeting as a means of comparison and displayed for the benefit of other teachers, patrons and pupils. Some of the best papers in the township examinations should be taken to the county examinations and kept on file in the county commissioner's office for the inspection of the public.

### RECORDS.

School boards should furnish books in which satisfactory records may be kept and see that the teacher leaves a permanent record of the exact amount of work done by each pupil. This will save much time for the next teacher and show that pupils who do not attend regularly and for full term can not be promoted. Uniform records will greatly assist in the progress of the rural schools. The reverse side of the term report is arranged for an individual report of the pupils, to be left with the district clerk and filed in duplicate with the county commissioner. School boards should not issue warrant for the last month's salary until all the blanks in the term report are filled satisfactorily and report filed.

## SCHOOL LIBRARY AND SUPPLEMENTARY READING.

A small school library is necessary in order that the work suggested in reading, language, history, literature and nature study may be properly done. Books are suggested in different parts of the course, and in the list appended to this course, selected from the official library list.

School boards must expend a few dollars every year for good books and supplementary reading matter; the law demands it. Annual meetings may vote a library levy, but the directors must purchase necessary supplementary books out of the incidental fund, spending not less than five cents per child enumerated in the district. Page 25, Revised School Laws, 1907.

### OUTLINED COURSE OF STUDY.

#### Class D. (First and Second Years.)

- a. Reading, Spelling, Language.
- b. Nature Study, Literature, Language.
- c. Numbers.
- d. Writing and Drawing.

#### Class C. (Third and Fourth Years.)

- a. Reading, Spelling, Language.
- b. Nature Study, Literature, Language.
- c. Arithmetic.
- d. Writing, Drawing.

#### Class B. (Fifth and Sixth Years.)

- a. Reading and Literature.
- b. Spelling.
- c. Language.
- d. Arithmetic.
- e. Geography.

#### Class A. (Seventh and Eighth Years.)

- a. Literature and Reading.
- b. Spelling.
- c. Grammar.
- d. Arithmetic.
- e. U. S. History, and Missouri History and Civil Government.
- f. Physiology and Practical Agriculture.

EXPLANATION—The subdivisions in each class, numbered a, b, c, d, etc., are the separate recitations each class should have. Spelling and Language should be combined with reading in Class "D," and there will necessarily be two divisions, one in the first reader and one in the second. In this work each subdivision should recite at least three times each day, from ten to fifteen minutes each time.

In Class "C" Reading and Spelling are combined, and there will necessarily be in this class some pupils who have gone over part of the work before. Third and fourth year pupils must be kept together in this work to prevent multiplication of classes. Class "C" should recite Reading or Spelling at least twice each day, for fifteen minutes each time. The language work for "C" class is correlated with

Nature Study and Literature, to be taught without books in the hands of pupils. The writing and drawing work of this class may be combined with the same work of Class "D" and not more than fifteen minutes each day devoted to them. There should be regular classes for nature work and literature for Classes D and C. They should be alternated.

The classes in U. S. History and Civil Government should be alternated.

### DAILY PROGRAMME OF RECITATIONS.

8:50 a. m.	Opening Exercise	10 minutes
9:00 a. m.	"D" Reading (Beginners)	10 minutes
9:10 a. m.	"D" Second Reader (Spelling and Language)	10 minutes
9:20 a. m.	"A" Arithmetic	20 minutes
9:40 a. m.	"B" Arithmetic	15 minutes
9:55 a. m.	"C" Arithmetic	15 minutes
10:10 a. m.	"D" Primary Numbers	15 minutes

#### Recess.

10:35 a. m.	"A" Physiology or Practical Agriculture	15 minutes
10:50 a. m.	"C" Third Reader (Spelling and Language)	15 minutes
11:05 a. m.	"B" Fourth Reader and Literature	15 minutes
11:20 a. m.	"C" and "D" Nature and Culture Study	20 minutes
11:40 a. m.	"A" Fifth Reader and Literature	20 minutes

#### Noon.

1:00 p. m.	Singing (Entire School)	5 minutes
1:05 p. m.	"D" Reading (Beginners)	10 minutes
1:15 p. m.	"D" Second Reader (Spelling and Language)	10 minutes
1:25 p. m.	"C" Language (Nature Study and Literature)	15 minutes
1:40 p. m.	"B" Language	15 minutes
1:55 p. m.	"A" Grammar	20 minutes
2:15 p. m.	Writing and Drawing (Entire School)	20 minutes

#### Recess.

2:45 p. m.	"A" and "B" Spelling	10 minutes
2:55 p. m.	"D" Reading (Beginners)	10 minutes
3:05 p. m.	"D" Second Reader (Spelling and Language)	10 minutes
3:15 p. m.	"C" Third Reader (Spelling and Language)	15 minutes
3:30 p. m.	"B" Geography	15 minutes
3:45 p. m.	"A" U. S. History or Civil Government	15 minutes

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### READING.

Children can not study until they can read. Reading is fundamental and essential to all other subjects, and, therefore, the most important subject taught in the public schools.

There are two kinds of reading, silent and oral. Each of these has two characteristics or ends, understanding and feeling.

Silent reading is thought-getting, impression: oral reading is thought-giving, expression. Thought-getting must, of necessity, precede thought-giving. Impres-



sion must precede expression. Consequently silent reading must precede oral reading. Persons frequently read orally and intelligibly what they have not seen before, because their eyes see ahead, the mind anticipates the sense, and the interpretation follows the impression.

The following principles deserve consideration:

(1) Impression must precede expression. Preceding statements render the further discussion of this principle unnecessary.

(2) Natural, effective expression will always follow clearly defined, conscious possession of thought. If the child clearly conceives and comprehends the thought, the expression will be natural—forcible. Therefore, the aim and force of instruction in reading should be directed toward the thought-getting or impression-making, and the expression will follow naturally. Lessons for oral reading should be of a character to inform or inspire pupils, and the style, narrative, descriptive or conversational. In every exercise the oral reading should be fluent in utterance, natural in style and agreeable in tone. These qualities must be secured at the outset and must never be lost by the pupil.

(3) Mere pronunciation of words is not reading; never was, never will be. It is worthless work and a great waste of time.

The bane of reading in many schools is the word-pronouncing habit. Once formed, it is almost impossible to break it up. In mere word pronunciation the shadow is substituted for the substance; the semblance of a thing for the thing itself. If pupils are allowed to pronounce words merely, it were better to pronounce isolated words or pronounce them in a reverse order from that in the reader. In word pronunciation there is no thought expression because there has been no thought impression. Word pronunciation is idea expression; oral reading should be thought expression. A thought is composed of ideas the same as a sentence is composed of words. The sentence is an expression of the thought, while the words are the expressions of the ideas composing the thought. The thought is the unit; the sentence is its expression. Ability to train children to marshal ideas and to fuse them into thought is the supreme test of the teacher's skill. Still it is not a difficult art, for children do it readily when once introduced to the process.

(4) Objects should be used to awaken or occasion thought. The teacher cannot create thought in the mind of the child, but it may be occasioned by proper use of objects. Normal children are always busy getting acquainted with their environment and, therefore, interested in material things, in individual objects, in concrete forms. Because childhood is the concrete state of the child, objects should be used in his instruction. This is especially true of the subject of reading.

This preliminary discussion leads up to the consideration of the following:

### General Suggestions.

1. Introduce primary reading by a series of talking lessons; all information should be presented orally by the teacher before the lesson is read; the lesson should be recited orally by pupils before being read from the book.

2. Oral reading involves the eye, ear, mind and vocal organs. Pupils should be taught to recognize words at sight, to recognize similarity and difference in sound, to understand the meaning of words and to be able to pronounce them correctly.

3. Consider the sentence as a unit of expression and teach the child to read the sentence as a whole; do not allow him to read one word at a time. Give special attention to good oral expression of sentences. Make free use of black-board. Do not be in too great haste to begin use of the book.

4. Great care should be exercised in selecting material for reading. Nothing should be studied that is not valuable either for its literary merit or for its information. All useless reading should be omitted. As far as possible, read selections



that are connected wholes. Primary reading must be adapted to the pupil's senses (sight, sound, touch, taste, hearing); it should be adapted to his present knowledge and experience.

5. Teach pupils that the chief aim in reading is to discover the truth of the printed page. If this is done, there will be less trouble in geography, history and other subjects. In the lower grades pupils learn to read; in the advanced grades, they read to learn.

6. Lessons should be grouped according to some plan, as selections by same author, selections on same subject, etc. If selections are made corresponding to the seasons when they are studied, much interest will be aroused.

7. Allusions to history and mythology should be carefully considered. Sometimes a careful study of a historical fact is worth more than all the remainder of the lesson.

8. Reading should present enough that is difficult to make the pupil study. He needs to make an effort and to feel that he is gaining power. A few lessons, well mastered and well understood, are worth more than many that are skimmed over. Be sure the pupils understand and feel, and they will express.

### Class D.—First Year.

Children should read a good primer and one first reader, other than the regularly adopted first reader, during the first year. It would be well if there were sets of these books in the library for use, at least half as many of each as there are pupils in the class. Read about one-third of each book during each of the second, third and fourth quarters. Do not undertake to read all of one book, then all of another.

FIRST QUARTER.—Very little can be done with the books. The chart and blackboard should be used mainly. If the children learn fifty words well during the quarter, they have done well. Teach fifty words found in the first parts of the books used. Impress the idea first by using some objects, then drill on the oral expression. After that, write the words in sentences. The teacher can read stories from the library books to the children and have the children repeat these stories. The nature study work may also be used in the same way. The language, reading and spelling should all be united into one exercise during this quarter. Pictures may be used to very great advantage. Study the pictures, have the children talk about them and describe them. See to it that the child gets the thought.

SECOND QUARTER.—Continue the use of the chart and blackboard, also the outside lessons from literature, nature study and pictures. Constantly review the words already learned, and add fifty more words during this quarter to the children's vocabulary. Read about *one-third* of each of the three books selected. Remember that impression precedes expression.

THIRD QUARTER.—Continue the same kind of lessons as given in the second quarter, and read the *second-third* of each of the books. The thought is the keynote.

FOURTH QUARTER.—Continue the same lessons and read the *last third* of each of the books.

Great care should be taken in drilling pupils frequently on the recognition and pronunciation of new words as they first appear. The teacher should read much to pupils during the first year. They learn better from good models than from anything else. Use the library books for the little children freely.

### Class D.—Second Year.

The first and second year pupils can not alternate reading. During the second year much attention should be given to articulation and pronunciation. Teach the long and the short sounds of the vowels.

FIRST QUARTER.—Select about one-fourth of the regular second reader, about one-fourth of some supplementary reader, and at least four nature poems to teach to the children during this quarter. Poems may be found in Lovejoy's *Nature in Verse*. Read to the children from Baldwin's *Fifty Famous Stories Retold*, McMurray's *Stories for Little Ones*, and Holbrook's *Round the Year in Myth and Song*. Make these stories the basis of composition, and have the compositions assigned as reading and language lessons. Make the nature study lessons contribute to this work also.

SECOND QUARTER.—Read the *second fourth* of the books selected and continue the lessons from literature and nature as before.

THIRD QUARTER.—Read the *third fourth* of the books selected and continue the lessons in literature and nature study as before.

FOURTH QUARTER.—Complete the books, and at the end of the year have the children thoroughly familiar with the contents of the regular second reader, the supplementary second reader and all other books named above. Encourage each child to read some other book in the library, each reading a different one, so that he may tell the story to the others, and have him tell it.

### Class C.—Third and Fourth Years.

Pupils will spend two years in reading the third reader and other books of the same grade, hence the third and fourth years in reading may be alternated. The work assigned for the third year should be done by both grades in the year 1907-8, and the work for the fourth year should be done by both in 1908-9, and alternated from year to year. In these two years, give much attention to the mastery of words, make every reading lesson contribute to the spelling and every spelling lesson contribute to the reading. Teach the pupil how to use the dictionary. During these years the complete key to pronunciation should be learned. Before beginning the work each pupil should own the regular third reader, and there should be two sets of supplementary readers at hand if possible, with as many books in each set as half the number of pupils in the class. The three books should be studied along together and about one-eighth of each book studied each quarter. One library book should be selected for special study during each quarter. This book should be read by the pupils individually and by the teacher to the pupils or by a pupil to the rest of the class.

#### Third Year.—Third Reader.

FIRST QUARTER.—*First eighth* of the three books and Eggleston's *Stories of Great Americans for Little Americans*. These stories are not only good reading, but lay the foundation for history.

SECOND QUARTER.—The *second eighth* of the books selected and Blaisdell's *Child Life in Many Lands*. This book, in addition to being good reading, will lay the foundation for geography.

THIRD QUARTER.—The *third eighth* of each of the books selected and Firth's *Stories of Old Greece*. This book will give much that is valuable in teaching language and will acquaint the pupils with the best Greek stories.

FOURTH QUARTER.—The *fourth eighth* of the books selected and Robinson's *Crusoe*. Fine description and narration.

#### Fourth Year.—Third Reader.

In each quarter select from the regular third reader and from the supplementary readers the work to be done so as to complete them in this grade, and in each of the quarters take up one of the following and study it in a way that

will supplement language, geography or history: (1) *Aunt Martha's Corner Cupboard*; (2) *Andrew's Stories of My Four Friends*; (3) *Stories of Pioneer Life*; (4) *The Story of Franklin* and *The Story of Lincoln*.

Many teachers find it difficult to hold pupils in the third reader for two years. The suggestions above, if carried out, will convince any pupil or parent that it will pay to wait until the fifth year to take up the Fourth Reader. The amount of supplementary work may seem too great, yet the best schools will do it. In this reading work there are at least four lines of thought that should be emphasized: (1) Descriptions of nature, and through this, the development of keener observation of out-of-door things. (2) The development of the historical sense by means of biography. (3) The biographical stories and travels, while supplementing the geography work, will develop a higher appreciation of the narrative. (4) Pure literature in the form of story and poetry should have very careful thought and much consideration. In the third and fourth years, the selections need not be taken in the order of the adopted reading book or in the order here given. A wide-awake teacher will select material for reading, for language, for nature study, for literature, so that each will supplement the others.

Quarterly examination questions in reading for this class will be based very largely as follows: (1) First quarter, 1907, on historical lessons found in reader, and on Eggleston's *Stories for Little Americans*. (2) Second quarter, 1907, geographical stories and travel, and Blaisdell's *Child Life in Many Lands*. (3) Third quarter, 1907-8, on descriptive stories and poetry and on Firth's *Stories of Old Greece*. (4) Fourth quarter, 1907-8, on lessons describing nature and on *Robinson Crusoe*.

The examinations for 1908-9 will be by quarters, as follows: (1) First quarter, lessons found in the last part of the Third Reader, on geography and nature, and on *Aunt Martha's Corner Cupboard*. (2) Second quarter, lessons descriptive of nature, *Andrew's Stories of My Four Friends*. (3) Third quarter, all lessons descriptive of people and *Stories of Pioneer Life*. (4) Fourth quarter, any historical lessons and the *Stories of Franklin and of Lincoln*.

## READING AND LITERATURE.

### Class B.—Fifth and Sixth Years.

GENERAL SUGGESTIONS.—More attention should be given to cultivating appreciation of style. In the preceding lessons, much has been done, unconsciously, perhaps, but now the special aim should be to teach good expression. Remember that the pupil must have the correct impression, before correct expression is possible. Make the reading lessons the basis of much of the work to be done in language, study figures of speech, paraphrases, and connect this work with the study of words. All of this is to cause the pupil to understand. The teacher must not neglect frequent drills in articulation. This may be done in connection with the reading or the spelling.

The pupil must be taught to stand or sit erect, with shoulders well thrown back and chest expanded. He should hold the book in proper position so that he may read without bending the body forward. Give frequent breathing exercises. Cultivate distinct expression, but avoid loud reading. Frequently have one pupil do all the reading in the recitation, but hold every pupil responsible for what is read. It is as difficult to listen well as it is to read well. There is an object in having but one copy of the supplementary book.

Beginning with the fifth grade, more emphasis should be placed upon reading for the thought. In the first four years the children have learned to read, and now they should read to profit by their reading. Because of this, supple-



mentary reading books have been recommended in addition to the regularly adopted reader. The pupils will also read much supplementary work in connection with geography and other studies. Four lines of special and supplementary reading should be carried along, however, and the lessons selected from the adopted reader co-ordinated with the books selected. Examination questions for each quarter will be prepared and sent out from the State Department in harmony with these recommendations. The first quarter in each year will be given to lessons in line of nature study and observation. In the second quarter, they will be largely historical and biographical, giving opportunity to teach right conduct. In the third quarter, they will be in line of geography and travel, mainly description, offering opportunity to impress children with the sense of accuracy. The fourth quarter will be given to selections noted for beauty of expression found in story and verse.

Along with the selections made by the teacher in the regularly adopted books, the following books should be used as supplementary reading:

In 1907-8: First quarter, *Uncle Robert's Visit to the Farm*; second quarter, *Pioneer Stories of the Mississippi Valley*; third quarter, *Carpenter's North America*; fourth quarter, *Stories of Long Ago*.

In 1908-9: First quarter, *Black Beauty*; second quarter, Burton's *Four American Patriots*; third quarter, Andrew's *Ten Boys*; fourth quarter, *Paul Dombey*.

This is the work of fourth reader class. The work of the fifth year is planned with that of the sixth in order to alternate.

### Class A.—Seventh and Eighth Years.

Previous directions will apply to this class. The Seventh and Eighth year classes should be alternated, giving the Seventh year work in 1907-8, and Eighth year work in 1908-9. About fifteen lessons in the fifth reader should be selected at the beginning of each quarter and studied during that quarter. The fifteen lessons should be in harmony with the books selected for the quarter. It is intended to have one quarter of the year devoted to lessons having their setting in nature; another, to historic and patriotic subjects; another, to figurative literature found in poetry and other forms, and a fourth, to lessons teaching good morals and gentle manners. Whether or not the adopted reading book has lessons devoted to the principles of elocution, the teacher should put some emphasis upon that phase of the work. Study every lesson for its literary merit, study, also, the life of the author. The teacher must not think that literary criticism and study of the life of the author will give the pupils high appreciation of literature. Proper appreciation of literary merit is the result of personal work of the teacher and in getting the pupils to read much outside of the regular texts. Do not neglect the supplementary selections.

The supplementary work recommended and upon which the examination questions will be based is as follows:

For 1907-8, First quarter, *Thoreau's Succession of Forest Trees*; second quarter, *American Heroes and Heroism*; third quarter, *Stories of the Hebrews*; fourth quarter, *Evangeline*.

For 1908-9, First quarter, *The Sketch Book*; second quarter, *History of Missouri*; third quarter, *Tales of a Traveler*; fourth quarter, *Julius Caesar*.

In addition to the above, it is recommended that the teacher use at least one five or ten-cent classic for each quarter. See list of library books.

## SPELLING.

Under the title "Spelling," as used in this course of study, two *clearly* defined phases of study are provided, viz.:

- (1) That which is incidental.
- (2) A fundamental branch of *language study*.

The first phase includes the work in spelling and word-study, which is related directly to the pupil's drill in Reading and other subjects. This line of study properly begins in the first grade and extends through the whole course. Experience has demonstrated that Spelling, as a branch of study, is most successfully taught when it is based on a regular text-book, and made the subject of a daily recitation.

Accordingly, the following outline Course of Study assumes that a spelling book is not used in first and second grades, but in all grades above the second the formal work in word-study should be based on a regular text-book.

The preparation of exercises in Reading, Arithmetic, Geography and other studies will all involve more or less attention to spelling and word-study. The pupil must be taught printed symbols. He must gradually enlarge his vocabulary, as he has occasion to use *new* words in his various studies. Do not hold the pupil responsible for spelling all words that he uses in all his text-books, but do hold him responsible for their *correct pronunciation* and insist on accuracy and neatness in all written work. Encourage the *habit* of spelling correctly in all the written work of all grades.

### Class D.—First Year.

(Spelling incidental to Reading.)

During first half of this grade spelling should receive but little attention, and even in the last half of this grade the exercises should be confined to these lines:

- (a) Copying words on blackboard or paper.
- (b) Copying short sentences.
- (c) Oral spelling of the *easier* words used in the drill work in reading.

### Class D.—Second Year.

(Spelling incidental to reading.)

Continue the lines of work suggested for first grade pupils. Also extend the exercises along these lines:

- (a) Writing words from dictation.
- (b) Writing easy sentences from dictation. Select words from the drill reader and group them so that those containing similar sounds and similar syllabic combinations are studied together. For example: Select a group of monosyllables that contain the short vowel sounds. In like manner, gradually develop the other phonetic elements, and thus lead the pupil to associate each of the commoner vowel and consonant sounds with its symbol. In all these exercises confine the drill to the words with which the child is familiar, and group them so that the pupil may realize the similarities in form and sound.

### Class C.—Third and Fourth Years.

(First use of Text-Book.)

The formal study of spelling with a text-book should begin with this class. At this stage the pupil's memory is his best developed faculty. Spelling is essentially a memory study, hence it should be emphasized throughout the intermediate grades.



(1) *Thorough drill on each elementary sound and symbol that represents it.* This drill should be based on words used in connection with the work of the third grade. Its object is to render the pupil *self-helpful* in learning new words by enabling him to associate symbol and sound.

(2) *Drill on syllabication and accent.*—These are elements of correct pronunciation and, therefore, important. In oral spelling the close of each syllable may be indicated by a brief pause.

(3) *Pronouncing Exercises.*—Pupils with book in hand should be drilled in pronouncing words down the columns or from left to right across the page. Distinct articulation and correct pronunciation should be insisted on in all word-study exercises.

(4) *Drill on words topically arranged.*—The topical exercises for this grade will include: "Objects in the school room," "Parts of the school house," "Work of the School," "Names of trees," "Fruits," etc. This method of grouping awakens interest and assists materially in teaching the *meaning* of words.

(5) *Drill on words of opposite meaning (Antonyms).*—In the class drill, the teacher will dictate a word and then require the pupil to spell it and also its opposite.

(6) *Drills on Antonyms and Synonyms.*—In the drill on both classes of words, the teacher should dictate a word and require pupils to spell it orally or write it, as well as its antonym or synonym. The requirements of recitation may be varied by having pupils bring to the class carefully written sentences that contain the synonyms.

(7) *The study of homophones.*—Observation has satisfied many thoughtful teachers that it is a pedagogical mistake, in intermediate grades, to present words of this class in columns or pairs. To obviate confusion, it is recommended that homophonous words be studied in their proper relations in sentences, rather than in columns, throughout the fourth, fifth and sixth grades. During these years the pupil should become familiar with all such words as *there, their, great, grate, to, too, two*, etc., etc., by using them in their proper sentential relations.

(8) *Topical lists.*—These lists should include the vocabulary used in the street, in the store, in nature study, in elementary arithmetic, and in geography. This method of selection and arrangement guarantees a practical vocabulary, and suggests an order of presentation which is in harmony with the pupil's advancement.

(9) *The grammatical forms of words.*—The singular and plural of nouns, and the several forms of adjectives and verbs should receive attention. Drill in this line is a legitimate phase of word-study, and affords a practical application of the common Rules for Spelling.

(10) *The Rules for Spelling.*—There are three rules of wide and general application. Every pupil should become familiar with these rules, viz.: (1) for dropping final *e*; (2) for doubling the final consonant of a *root-word*; (3) for changing *y* to *i*.

### Class B.—Fifth and Sixth Years.

The work for this class should be extended along lines already suggested, and the following additional subjects should receive careful attention, viz.:

(1) *Word-Building with Prefixes and Suffixes.*—This phase of word-study illustrates what an important part *mis-* and *dis-*, *un-*, *ful-* and *less*, *er* and *or*, etc., play in the formation of derivatives. A study of the force of these syllables, when applied to root-words, provides the pupil with a key to the meaning of many derivatives.

(2) *Word-Analysis involving Prefixes and Suffixes.*—This phase of word-study develops the habit of looking intently at words—a habit that lies at the

very basis of good spelling, and, likewise, often affords the learner a better basis for getting the meaning of derivatives than a dictionary definition. Besides the prefixes and suffixes suggested above, each of the following should receive special attention in this grade, viz.: *ant*, *-ent*, *-ous*, *-let*, *-al* and *-ness*.

(3) *The Study of "Related Words."*—As suggested above, the same prefix or suffix may appear in many derivatives, and in like manner the same root-word may be modified by prefixes and suffixes and appear in a number of derivative words. These exercises suggest the intimate relation that exists between *derivatives from the same root-word*.

(4) *Diacritical Marks.*—These arbitrary symbols, such as the macron, breve, circumflex, tilde, cedilla, etc., deserve attention, because they appear on the pages of dictionaries and text-books that are designed to indicate the correct spoken form of words. Indeed, some portions of the typography of text-books on reading, geography and history, as well as the dictionary, are perfectly intelligible only to persons who can associate each symbol with its proper sound. Arithmetic employs certain symbols of operation; English orthoepy has its own system of diacritics—the symbols of each subject deserve attention because they are *a means to an end*. Drill in this line should be continued until every pupil can utter each phonetic element accurately and construe each diacritic symbol readily.

So long as the letter *a* represents no less than eight elementary sounds, so long will it be necessary to teach its diacritical symbols, if the pupil is to become accurate and independent in the pronunciation of words with which he is not familiar.

(5.) *The Rules for Spelling Plurals and Derivatives and Suffixes.*

(6.) *Special exercises in Pronunciation.*—These should include words that are often mispronounced.

### Class A.—Seventh and Eighth Years.

The following lines of work should receive special attention in this class: (Perhaps less time can be given now, but spelling should not be neglected, especially if pupils are not good spellers.)

(1) *The Study of Homophones in Columns.*—For the first time these little words should be presented in columns, each with its proper definition. Each pupil should be required to illustrate the proper use of these homophones in *original* sentences, either oral or written. The teacher should insist that all these illustrative sentences be in correct grammatical form, and the product of each pupil's best effort.

(2.) *The Origin of Words.*—It is a matter of interest to trace English words to the country and language whence they came. The vocabulary of the geography of these countries furnishes a natural starting point for this line of study. For example, words relating to the geography of England naturally suggests the language now used in that country and its relation to the Anglo-Saxon which was spoken there a thousand years ago, and also to the Celtic, which preceded the latter by some centuries. Likewise, the geography of Italy suggests the modern Italian and classic Latin. By selecting groups of our English words that had their origin in these and other languages, interesting material for word-study is secured, and the teacher is afforded a concrete basis for sketching the history of the English language.

(3.) *Synonyms from Different Languages.*—No other language is so rich in synonyms as the English. This class of words requires careful study in order that the pupil may properly discriminate their several shades of meaning. The study of synonyms from the standpoint of etymology will enable the pupil to appreciate the force and vigor of the words from the Anglo-Saxon when compared with their synonyms from the French, Latin or Greek.

(4) *Topical lists*.—These should be based on the vocabulary of school literature, civil government, United States History, elementary science, and of commerce and business. It will be observed that these exercises, and others suggested below, anticipate the needs of the pupils who are to leave school at the end of this year's work, as well as of those who are to pursue more advanced studies.

(5.) *Special Study of Prefixes and Suffixes*.—The common prefixes should be studied in relation to root-words, and the significance of the derivatives clearly indicated. In each exercise group the suffixes, so that those conveying the same idea and forming the same part of speech are studied as a unit.

(6.) *Word-Analysis involving Latin and Greek Roots*.—This study gives the pupil an intelligent idea of the meaning of many derivatives and enables him to trace the same root in a group of words. For example, the study of the terms used in the *metric system* cannot fail to give the pupil a good understanding of the composition, relation and meaning of these words.

(7.) *Special Drills in Pronunciation*.—These drills should include words that involve difficulties in both spelling and pronunciation. The words should be grouped in such a manner as to direct special attention to the element of difficulty, whether it be one in syllabication, accentuation or phonetization.

Nothing in the whole range of the school studies contributes more directly to general culture than the formation of *correct habits in the use of words, both in speech and in writing*. Teachers should cultivate this habit personally, and encourage it among their pupils, both by precept and example.

GENERAL SUGGESTIONS: *Variety of exercise* promotes the learner's interest, hence no one of the lines of work indicated above should be long continued. The sequence of lessons should provide a pleasing variety. Each pupil in every grade should be required to keep a carefully written list of the words which he mis-spells. These lists should be inspected by the teacher from time to time and made the basis for *review lessons* in every grade.

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## DRAWING.

Drawing is an efficient and delightful means of training the child to see, to know and to do. It trains the judgment and develops power as an added means of expression. A two-year course without a book is here offered, with the hope that its simplicity and brevity will so appeal to teachers that they will give it an honest trial. The ends aimed at are an understanding of type forms in nature and art, the development and training of the powers of observation and the acquirement of skill in doing. Following lines suggested, this course may be extended to cover a period of four years.

*Materials*.—Sheets of paper 6 by 9 inches, a good lead pencil, not too hard, and a soft rubber eraser.

*Models*.—The course is so arranged that when leaf models are needed they will be in season. Other models may be made or procured from the homes. Interested pupils may be relied on to furnish their own models, if properly directed by the teacher. The order of procedure in the drawing of any model is:

*First*.—Sketch very lightly the general direction of any long lines that will aid in the construction of the drawing.

*Second*.—Using these guide lines, sketch lightly the approximate form desired.

*Third*.—Trim and add to the approximate until the true form is made.

*Fourth*.—Add details not already drawn as part of the general form.

*Fifth.*—Strengthen the desired outline and erase the constructive and misplaced lines.

(Note.)—The drawing should alternate with writing by days, weeks or quarters.

### First Year.

FIRST QUARTER: *Straight and Curved Lines.*

1. Horizontal lines, vertical lines, square, square with diagonals, true square with oblique square within, square with diameters, square with heart within square, square with differently formed rosettes within, etc.

2. Leaf Models. Pupils will collect and mount flatly on cards ten varieties of leaves for models. Draw only the principal veins and serrations.

SECOND QUARTER: *Sphere and Spherical Models.*

1. Drawing from true sphere suspended at the level of the eye.

2. Spherical fruits or vegetables used as models.

THIRD QUARTER:

1. Drawing of mixed models: Vase, dish, basket, box, etc.

2. Rectangular forms in horizontal, vertical or oblique positions.

FOURTH QUARTER.—Cylindrical and mixed models and their modifications. Vegetables, sections of wood, stems, ears of corn, etc.

### Miscellaneous Suggestions.—First Year.

1. Trace squares and circles and cut to line.
2. Practice drawing circles free hand.
3. Draw circular forms—clock face, wheel, kettle cover, etc.
4. Modify squares and oblongs to represent flags, windows, doors, tags, etc.
5. Draw three kinds of triangles.
6. Draw hemisphere to show both round and flat surfaces.
7. Draw square prism to show two faces, then to show three.
8. Draw triangular prism on top of a square prism, and modify for picture of bird house.

### Second Year.

FIRST QUARTER.—Rectangular models in horizontal positions, below the level of the eye, showing front and top only. Cylindrical forms in different positions at the level of the eye.

SECOND QUARTER.—Cubical forms at level of the eye, below level of the eye. Try some irregular forms, using pebbles or pieces of ore as models.

THIRD QUARTER.—Use groups of models. Study the proper combination of objects into harmonious groups and draw.

FOURTH QUARTER.—Free hand drawing of simple blossoms or sprays, mounted upon cards. Make free hand drawing of mouse, cat, rabbit and other simple animal forms.

### Miscellaneous Suggestions.—Second Year.

1. Draw a hat box or a strawberry box in three different positions.
2. Draw a closed book in two different positions.
3. Draw an open book to show thick cover and worn edges.
4. Draw the waste basket and the water bucket to show different textures.
5. Draw an empty grape basket, interior visible.
6. Draw the same basket full of apples, grapes or peaches.
7. Draw a goblet grouped with fruit.
8. Draw a door with four panels.



## WRITING.

The aim in school writing should be to train every child to write a neat, legible hand with facility. During the first three or four years attention should be given mainly to form, but while learning to make letter forms neatly and accurately, the child should form good writing habits. Beginning in Class B, there should be systematic training for freedom and speed, combined with continued care as to neatness and accuracy of form.

*Materials.*—During the first three months the blackboard and crayon supply the best materials for the child's practice. After that he should use, in addition, a copy book, practice paper, an exercise book for his general written work and a broad, smooth pen, or a good pencil with large lead. The use of slates induces the worst kind of writing habits, and should be avoided if possible. It is impossible for a child to write easily with a fine pen; a broad, smooth pen is the best instrument for all school writing.

### *To Train in Accuracy of Form:*

1. There should be a carefully written copy of the alphabet as given in the copy books at the top of each blackboard. Keep this fresh and clearly defined.

2. The teacher's blackboard writing should always be in harmony with the system taught, and should be a model of simplicity and neatness. The importance of this cannot be overestimated. It teaches all the time.

3. Use copy books regularly. For clearly impressing accurate percepts of letter-forms upon the mind, nothing can take the place of the copy book. A sheet of practice paper may be kept in the copy book and the copy written upon it until approved by the teacher, so that the book will be a register of best work. In going through the book for the first time have pupils write only the first half of each page. The second half page, written several weeks later, should show distinct improvement. Be sure to try this.

4. Accept no careless writing in connection with any subject. More depends upon the writing habit the child forms in his ordinary writing than upon the special lessons. Let "Nothing but the best" be your rule.

5. Keep constantly on exhibition some of the best written exercises of each grade, renew the material frequently, and arrange to exchange samples with the best schools you know. Try this; you'll find it stimulating.

6. Encourage the first year pupils to write very large and to reduce the size only gradually from year to year. Let them make print like forms and omit inconvenient joining lines if they wish, but have them group the letters closely and space the words well.

### *To Train in Freedom and Speed:*

1. Pupils should sit erect, the body self-supported, the feet solidly on the floor, the elbow in the natural position near the side of the body, so that there is no pressure upon the forearm.

2. To prevent cramping the fingers and pressing the side of the hand upon the desk or paper, insist upon pupils writing with the fingers well up from the point of the pen, say an inch and a half.

3. From the beginning of desk writing at the commencement of each special lesson have pupils write large on practice paper for two or three minutes some easy word with both hand and arm free from the desk. Follow this by much practice, with the forearm slightly steadied upon the desk but the hand free. This special training gives the hand control necessary for freedom.

4. In the fourth or fifth year begin to urge pupils to rapidity by timing them



at first upon an easy word such as *one*, *and* or *the*, written upon practice paper to see how many times they can write it in a minute, preserving good form. In higher grades, gradually increase the difficulty of the exercise to sentences of several words. After some training of this kind, pupils using the natural system should, in the fifth year, average twenty-five words per minute and in the eighth year upwards of thirty-five, and should perceptibly carry the power so developed into their ordinary work.

## VOCAL MUSIC.

If well managed, the recitation in music will become one of the most delightful, beneficial and healthful exercises of the school. Rhythmic movements or sounds naturally attract children. An apt, industrious teacher will experience little difficulty in interesting children in music and making it a potent factor in their education.

Much can be accomplished without a book in the hands of the pupils. We would advise, however, that if possible some simple text arranged for elementary schools be used. To be used effectively as an exercise book, it is necessary that the text be simple. The second book of nearly any series arranged for public schools will answer the purpose in a rural district school. Much depends upon the teacher's ingenuity and aptness in directing.

The following outline is offered as suggesting what to do next. The series of exercises may be repeated an indefinite number of times and made a little more difficult at each repetition:

1. *Rote Songs*: (a) To arouse interest; (b) to cultivate moral and aesthetic nature; (c) to develop tone perception and sense of rhythm and metre.

2. *Tone Exercises*: (a) To unite voices; (b) to cultivate voices; (c) to train the ear; (d) to introduce the scale.

3. *Study of Scale as a whole*: (a) To fix the scale as a song or unit for tone relation; (b) to give impression of the variations in seconds; (c) to fix order of tones ascending and descending, and to distinguish them by name.

4. *Practice*: (a) To gain power in use of scale; (b) to gain power to assume tonic from any tone of given scale; (c) to give power to recognize tones when sung or played by teacher.

5. *Notation*: (a) Representation of whole scale; (b) scale in different positions; (c) facts relating to tone succession up and down; (d) use of key signature to show location of key tone or tonic.

6. Simple note reading, using scale successions up and down—with key note in various positions.

7. Introduction of metre and corresponding signs and accents—two and three part measures only.

8. Writing by pupils, on staff, of simple tone expressions (with key tone in different positions), from teacher's dictation.

9. *Study of the Scale*: (a) The key note up; (b) the key note down; (c) the leading tone; (d) the dominant; (e) the sub-dominant.

10. *Simple Note Reading*: (a) Scale succession only, down and up; (b) simple skips; (c) with holds, rests and repeat marks..

11. Illustrate every lesson with the three classes of rote songs.

12. *Tone Study*: (a) For length; (b) for pitch; (c) for force; (d) for quality.

13. Study new notations—Notes and characters not previously studied.

14. Introduce new metres, and various representations (four and six part measure).
15. *Introduce new rhythms, including:* (a) Note to beat; (b) multiple beat; (c) two notes to beat.
16. Study and practice two notes to beat, with all forms of rhythm previously studied, including the use of these rhythms with two, three, four and six part metre.
17. Apply words to music; (a) in simple, one-part songs; (b) in two-part songs.
18. Study different varieties of metre—2-8, 3-8, 2-4, 3-4, 4-4.
19. Introduce unevenly divided measures as expressed by dotted note followed by complementary note.
20. Learn and practice devotional and patriotic songs of two and three parts.
21. *Practice Music Writing:* (a) From dictation; (b) original phrases and periods; (c) original phrases of two parts.
22. *Exercises for Voice Training:* (a) For clear enunciation; (b) for rapid vocalization; (c) for pitch; (d) for force.
23. Practice part singing, using songs of two or three parts.
24. Introduce bass clef and practice note reading thereon.
25. Practice singing choruses, quartet and chorus, soprano and alto duets, girls singing soprano and boys alto.

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## LANGUAGE AND GRAMMAR.

The child's progress in school work depends upon his power, (1) to express his own thoughts clearly; (2) to interpret correctly the thoughts of others.

The language work of the first four grades aims: (1) to give power in thought and facility in expression, and (2) to prepare the way for intelligent use of the text in the grades that follow:

Books may be placed in the hands of pupils at the beginning of third, fourth or fifth year, according to the series that has been adopted for use in the schools. If the pupils are to begin the use of a text at the beginning of the third year, the directions for teaching language during the first and second years should be so modified as to prepare the pupils for use of text the third year. If the use of the book is to begin the fourth year, so much of the directions for third and fourth years as necessary may be used during the third year.

### First and Second Years.

#### I. Some Guiding Principles:

- (1) The child's natural activities constitute the basis of his school work.
- (2) In his school activities the child should be conscious of his own capability, and, as far as possible, unconscious of the teacher's guidance.
- (3) The teacher should know the child's interests and activities, and get into sympathy with the child's point of view.
- (4) The teacher should have reason to believe that the child is conscious of having something to say before she asks him to talk or to write.
- (5) Give lessons that stimulate thought, in order that the pupil may have something to say.
- (6) Make the spirit of the class-room so friendly that every one may say what he wants to say, and say it in his own way.
- (7) Help every child to say everything in the best way.

## II. Subjects for Language Lessons:

- (1) Use things in which children are interested.
- (2) Children's playthings, and how they use them.
- (3) Games played at home and at school.
- (4) Conversational games.
- (5) Errands done at home.
- (6) Things and people seen at home or on the way to school.
- (7) A weather bulletin, for daily observation of the weather.
- (8) A curiosity box, for curious objects that children ought to know about.
- (9) Directions, the seasons, and unusual phenomena of nature.
- (10) Hills, slopes, drainage, and all physical features near the school.
- (11) Teachers may read stories that appeal to children.
- (12) Children may read stories at sight from the school reader, from supplementary readers, or from books supplied by the teacher.
- (13) Let the children learn choice bits of poetry, and recite them frequently.

## III. Expression (Talking, Drawing and Writing):

- (1) Help children to tell about things connectedly, and to tell all they know.
- (2) Help them to use the right words, enlarge their vocabulary.
- (3) Oral reproductions must be full, and the whole story should be told; this is the very best work for vocabulary building.

- (4) These stories might well be told in reproduction:

The Fox and the Grapes.

Jack and Jill.

The Lion and the Fox.

The Little Match Girl.

The Goose that Laid the Golden Egg.

The Boy and the Wolf.

- (5) Any of the following books may be used as a basis for language lessons:

Heart of Oak Books (No. 1).

The Sunbonnet Babies.

Stories for Children (Lane).

Mother Goose.

Fables and Rhymes (Thompson).

Folklore Stories (Wilste).

- (6) Draw pictures that illustrate what the children read in stories, places, people and things.

- (7) Use paper, slate or blackboard drawings; these must be the children's own work, and represent their own conceptions.

- (8) If scissors cannot be furnished by the school, let the pupils and teachers bring them.

- (9) Use unruled tablet paper or drawing paper.

- (10) Let each pupil make a cutting to represent a story or some part of a story.

Note—Oral reproductions should have a prominent place in the language work of the first grades. Such work builds up a vocabulary, develops concentration, holds the attention, and leaves something for reflection. The practice of drawing and paper cutting gives variety to expression, insures interest, and holds the mind in close concentration with an interest. These forms of expression should never be overlooked.

- (11) Written compositions should not be required till toward the close of the term, and then they should be, in the main, reproductions of short stories. The aims should be:

To write sentences correctly, using capital letters at the beginning, and proper terminal marks at the close.

To write only the thought of one paragraph.

To learn to write the title of the exercise, the name of the school, and the child's own name and address.

### Class C.—Third and Fourth Years.

#### I. General Suggestions:

(1) The work of the third grade should follow the general plan of the first and second.

(2) The oral language should predominate. Children should first be good talkers, then good writers. Oral reproduction of stories, read by the teacher or by the pupils, as sight reading, is of greatest value in acquiring ready use of language. Sequence of thought is suggested by stories, and the language used naturally enlarges the pupil's vocabulary.

(3) The written composition should begin to have special attention, but too much exactness must not be required. Freedom of expression is necessary first; exactness comes afterward. The reproduction of short stories that pupils have read or heard read will be the best composition work.

(4) Observation and nature study have an important place in this grade, and should form a basis for both oral and written language:

(1) The stories must appeal to children. They must present life and action, must be within the comprehension of children, and should arouse curiosity and suggest to imagination something to work over and reconstruct after the recitation is finished. These stories should be new to all the children.

(2) The reading should be sight reading, whether done by all the members of the class or by one member. In language lessons a ready and firm grasp of the thought at one reading is important. By making this a requirement the teacher may quicken interest, develop power of concentration, and cultivate ability to retain thought in connected order.

(3) Reproduction has an important part in language work.

(4) Oral reproduction includes free discussions of essential parts of a story separately, then the telling of the whole story connectedly.

Note—Oral discussion should be called for frequently. It may come at the time of the reading or later. In written reproduction children must use capital letters at the beginning of sentences and for proper names, and punctuation marks at the end. They should indent the first line of each paragraph. The children should read their own compositions, and the teacher and other pupils may suggest corrections; but teachers should not "blue-pencil" compositions in this grade.

(5) Picture drawing and paper cutting are interesting forms of reproduction.

(6) Short selections, or short extracts, may be copied by the children to direct their attention to uses of words and forms of expression.

(7) Writing from dictation should be used frequently as a test of spelling, and the use of capital letters and marks of punctuation.

Memory gems should be an important part of the language work of the third grade. They should be chosen from poems of special merit, both as to thought and form of expression. Some poems should early become a part of the child's life. The entire poem should be learned. Memory gems must be recited often.

Any of the following books may be used as a basis for language lessons:

Old World Wonder Stories (O'Shea).

Stories of Plant Life (Bass).

Fairy Stories and Fables (Baldwin).

Some of Our Friends (Welch).



### III. Observation and Nature Study:

The home life of the pupils and the environment of the school will determine the nature and scope of the work to be done. Life and action appeal to children, but it must be the kind of life and action that comes within their observation and experience. Do not attempt to discuss matters about which the children can have no first-hand knowledge.

### IV. Letter-writing:

Some attention should be given to letter-writing in the last half of the third grade.

(1) Correct forms may be placed on the blackboard by the teacher and copied by the children.

(2) Short letters may be copied from dictations, with due attention to form.

(3) Children may write short letters to their parents or to their friends.

(4) The class should learn how to address the envelope properly.

## Class B.—Fifth Year.

Begin the use of text in language; plan to alternate the work of the two years, using the fifth year's work for both grades in 1907-8 and the sixth year's work in 1908-9. The book is, perhaps, arranged in three parts, but it can be covered in two years if oral language in the previous years has been fairly well done. Stress should be put upon both written and conversation lessons. Continue the kind of work outlined for the C class and follow the plan of the adopted book pretty closely. Every lesson should lead to grammar. At the end of the sixth year pupils should be well drilled in the mechanics of writing, on the parts of speech and on the structure of the simple sentence. One written production or composition should be prepared each week and at least two days each week given to form work, such as is designated in the outline below. The selections of subjects for composition should be made from the work done in other subjects, as reading and geography. After doing the regular language work outlined in the adopted book, take special care of the following:

FIRST QUARTER.—Develop the idea of sentence and how to write it. Note differences in statement, question, command, exclamation, etc., and how to write and punctuate each. Study surnames, given names and how to write them. Teach initials of persons, places, titles, months, days, etc., and how to apply them in writing. Teach such contractions as don't, doesn't, there's, I've, we've, hasn't, etc.; also the apostrophe to show possession.

SECOND QUARTER.—Use conversation to develop the proper idea of quotations, and show how to write them. Drill on these and contractions for several weeks. Drill on letter writing, teaching proper form for addresses, etc. Discover at least eight rules for use of capital letters and several for period and comma. Have pupils learn definite statement of these rules.

THIRD QUARTER.—Drill on correct use of such words as there, their; to, too, two; sit, set; lie, lay; right, write; like, love; teach, learn; like, as; in, into; between, among; is, are; did, done; was, were; saw, seen; break up all such expressions as "I have saw," "I seen."

FOURTH QUARTER.—Review uses of sentences, capital letters, rules for punctuation and forms in letter writing. Teach the parts of the sentence—subject, predicate, simple modifiers, compound subjects and compound predicates. Teach predicate with is, are, was, were, and predicates making complete statement.

## Class B.—Sixth Year.

During each quarter of this year review and doubly emphasize the work suggested for the same quarter of fifth grade, and in addition thereto, the following:

FIRST QUARTER.—Nouns and their classification and how to write them; singu-



lar and plural and rules for formation of plurals; possessives and how write them; pronouns and how to use them properly and how to use verbs with them. Distinguish kinds of pronouns. Develop the proper idea of phrase, of clause.

SECOND QUARTER.—Give good definition of a verb and have pupils point them out readily. Develop modifiers of subject; of predicate. Study the adjective, the adverb and their uses. Teach the connective and relative words. Distinguish conjunctions and prepositions. Have pupils make a large list of both conjunctions and prepositions and use each correctly in sentences.

THIRD QUARTER.—Teach cases of nouns. Have pupils list nouns, from the reading lesson or some selection, under proper headings—nominative, objective and possessive. Then make definition of nominative case, of objective case, of possessive case. Then teach form of the different pronouns for each case and put them in sentences. Teach tense forms of verbs and definition for each tense.

FOURTH QUARTER.—Make a thorough review of all kinds of work. Teach more thoroughly the phrase and the clause. Analyze simple sentences and distinguish kinds of modifiers. At every point, stress forms of words, of sentences, of paragraphs, of composition, of letters. Do not neglect proper form of all written exercises—even in arithmetic. The equation in arithmetic is a sentence, and no incorrect expression should be allowed. It leads to slovenly oral expression.

*Important:* Much committing and reciting of choice gems, selections and poems should be required. In this way teach manners, morals and patriotism along with the use of good language. An excellent means of securing correct speech is to have each week one or two pupils appointed to report all incorrect expressions noticed in the school room, on the playground, at home or elsewhere. No announcement of who the critic is should be made. The criticisms should be impersonal. All criticisms should be followed by a general discussion of the reasons and methods of correcting. In this exercise the entire school may take part.

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## GRAMMAR.

The course in grammar begins with the study of the sentence, but this is not carried very far until the study of parts of speech is made prominent. The work is arranged for alternation as in previous years, the work of the seventh year to be taught to both classes in 1907-8, and of the eighth year to both classes in 1908-9. Construction work should be continued and at least one composition prepared every week. This construction work should grow out of the reading and literature, and especially the supplementary reading recommended. The kind of work given in the third grade in the study of poems and stories should be continued and much emphasis placed on narration and description. Have the pupils tell what has been done in the neighborhood, what was done last year, etc. Then have them describe familiar objects. Rules for punctuation should be learned and applied in all written exercises.

The teacher must not assume that the pupils have learned what they should have learned in previous grades about forms in writing. Teach and drill on everything that pupils ought to know that they do not know. In nearly all text-books composition is put last, as if it were an after thought. It is a mistake to leave it to the last. Devote one, perhaps two, lessons each week to construction. Three or four lessons each week should be given to formal grammar. About half of the good grammars put parts of speech and their modifications before syntax and analysis. At least one good text so mixes the lessons that no particular part of it is devoted to either. Experience teaches that to be a good plan, so far as general phases of work are concerned, but it will give more satisfactory results to

put special emphasis on parts of speech for one year and the other year on syntax, each taught incidentally along with the other. The good teacher will be able to alternate the work and carry it all along together and in two years make pretty fair grammarians of the pupils.

If the adopted text does not take up the work in the order given below, select the lessons and take them in this order, and do not try to follow the order of the lessons given in the text.

### Class A.—Seventh Year.

**FIRST QUARTER.**—Study the sentence and define kinds of sentences as to uses and forms. Drill on pointing out illustrations of each kind and on making original sentences to illustrate each kind. Teach analysis of simple sentences, of sentences having compound parts and construct such sentences. Drill on phrases and phrase forms.

Some system of diagramming should be adopted. The more recent forms are modifications of the old Reed & Kellogg straight line system and none of them have improved it. Adopt a definite form for written analysis and have all pupils to conform to it. It will save time of both teacher and pupil. Drill on analysis and diagramming to the end of the quarter. If sentences in the adopted book are not sufficient or are not suited, the teacher should select others from reading and literature.

**SECOND QUARTER.**—Learn the eight parts of speech and definition for each, and practice selecting and listing them for exercises.

Study inflection of the different parts of speech—declension, conjugation and comparison.

Study nouns—their classification; then study gender, number, person and case as applied to both nouns and pronouns. Drill much on constructing sentences, using nouns and pronouns in their several relations, as “Write sentence using personal pronoun, third person, singular number, feminine gender, objective case.”

After finding different uses of the several cases, drill again on sentence analysis, using the same form of written analysis and system of diagramming. With the study of relative pronoun, construct complex sentences; then drill on analysis of complex sentences. Begin parsing now by having all nouns and pronouns parsed. Drill on what is called old-fashioned parsing. Name the different properties and at first give reasons in every instance. Parse. Don't be afraid of too much parsing.

**THIRD QUARTER.**—Spend the entire quarter on the verb. Don't fail to teach transitive and intransitive verbs thoroughly. The failure to teach that only transitive verbs have voice is unpardonable. Have the modes and tenses thoroughly learned. Drill on conjugating verbs in all modes, tenses, persons and numbers. Emphasize sentence formation by requiring written work containing verbs of certain construction. Drill on giving principal parts of lists of verbs—both strong and weak. Teach the infinitive and its uses in the sentence. Drill one day in each week on parsing verbs, nouns and pronouns. Drill one day each week on sentence analysis and diagramming. Drill much towards the end of the quarter on conjugation of verbs.

During this quarter, teach the compound sentence and drill on use of conjunction and compound elements in simple and complex sentences.

**FOURTH QUARTER.**—Devote much time to the adjective and the adverb; to adjective and adverb phrases; to adjective and adverb clauses. Teach recognition of these functions in all sorts of exercises. Construct sentences containing designated words, phrases and clauses used as adjectives or as adverbs. Don't neglect interjections and construction work involving all parts of speech.

Not less than one day in each week should be given to parsing and another to analyzing sentences.

### Class A.—Eighth Year.

**FIRST QUARTER.**—Syntax. What is it? Study carefully relation and discover rules relating to cases. How many rules for use of nouns and pronouns in nominative case? How many for objective case? Give rules for possessive and appositive nouns. Drill thoroughly on sentence construction, using different cases. Later, analyze and diagram and then parse. Have some composition work each week, as in previous grade. Teach that pronouns must agree with antecedents in person, gender and number, and that verbs must agree with their subjects in person and number. Make the rules and apply them. Drill on proper tense forms and proper use of each. Develop rules.

**SECOND QUARTER.**—Make a special study of modes and tenses and of auxiliary verbs. Be sure that pupils understand copulative verbs and complements. Learn all the rules of agreement. Drill on writing sentences to illustrate each. Analyze and parse sentences given in the text and assign others. Continue having one composition a week, based largely on the literature and supplementary reading.

**THIRD QUARTER.**—Study infinitives and participles. Get at meaning and function of each. Here is place for thorough drill in formation of sentences using these verbals. Analyze sentences containing them.

**FOURTH QUARTER.**—The teacher should make a list of difficult constructions and give them special study in a general review. Some emphasis should be given relative pronouns and conjunctive adverbs; the objective and object complement. Copulative verbs and active and passive voice should be understood before closing the work of the year.

## ARITHMETIC.

### GENERAL SUGGESTIONS.

1. The aim in teaching arithmetic in the elementary schools should be to secure the greatest amount of mental training through topics of greatest practical value. All topics which are obsolete, or which have no practical application to the ordinary affairs of life, should be omitted. The practical ends to be obtained are, (1) mastery of processes needed in the solution of the ordinary problems of daily life, and (2) accuracy and rapidity.

2. As a means of mental training, the specific ends to be kept in view in teaching arithmetic are, (a) the cultivation of the power of observation; (b) the cultivation of the power of concentration or sustained attention; (c) the development and training of memory, and (d) the strengthening of the power to reason. Too great demands upon the reasoning power of young children, and the introduction of too complex problems retards the healthy development of this power rather than encourages it. Train pupils in the use of the fundamental processes, using simple problems involving small numbers.

3. Formal number lessons should begin the latter part of the second year.

4. The grammar school course should include a study of concrete geometry, an application of the simple algebraic equation to the solution of problems, a simple treatment of the four fundamental processes with algebraic quantities, possibly some factoring, and other topics.

5. In the selection and treatment of topics the logical unfolding of the subject should be entirely subordinated to the mental development and the practical needs of the child. In general, the simple elements of various subjects should be intro-



duced as the child is mentally able to grasp them and as the needs of daily life require that he should know them, the more difficult aspects of some subjects being reserved for later treatment; provided, first, that the introduction of too many topics at a time be carefully avoided; and, second, that at the end of the course the pupils be given a review of arithmetic.

6. At least one-third of the time should be given to mental work, the numbers involved in these exercises being so small and conditions so simple that they may be readily handled by the children.

7. In general, new work should be introduced inductively through simple mental problems illustrating the principles involved.

8. There should be constant review throughout the course, no topic being regarded as completed in any grade.

9. Pupils should be brought into as close touch as possible with the concrete material under discussion in the arithmetic. They should weigh, measure, see and handle actual things. In dealing with an object the pupil should first estimate its length, area, or volume, and then verify his judgment by actual measurements.

The use of objects in the lower grades, however, to enable the child to form the number concept, should not be carried too far.

In the selection of problems, preference should be given to those that create in the child an intelligent interest in his immediate social and industrial environment.

10. Too great reliance should not be placed on "method," nor should too great importance be attached to formal explanations by pupils. The matter of supreme importance is for each teacher to know the mental processes of each individual child under his or her care.

11. The essential unity of topics should be constantly emphasized, e. g., the relation of the decimal fraction to the common fraction, and of percentage to both.

12. Do not give the children too much formal, oral analysis.

13. Make free use of the blackboard, but use pencil and tablet sparingly. It were better that a pupil go to class with his preparation in his head than on his tablet.

14. The personality of the teacher counts for much in teaching arithmetic. The good teacher will develop much power in his or her pupils in teaching them this subject.

15. Ordinarily, no home work in arithmetic should be assigned to pupils below the fifth grade.

### Class D.—First and Second Years.

By dealing simply and naturally with such magnitudes and number relations as they encounter in their everyday experiences, the children are laying the best possible basis in the concrete for later formal work. What knowledge of number they unconsciously gain will be vital and practical. Measuring, comparing, and especially counting, should be encouraged, and opportunities therefor offered. First and second quarters, as given below, are meant to guide the teacher in the work of the first year; all four quarters, as outlined, may be given to second year pupils.

FIRST QUARTER.—Oral. Counting with objects and without objects. Reading to one hundred. Measurements and comparisons.

Detail. Count by ones to one hundred, using at first objects in considerable variety. Gradually introduce counting without the objects, increasing the rapidity of the process.

Written. Integers to ten.

Integers written. First by marks as in scoring: I, II, III, IIII; second, by Arabic symbols.

Measurements and comparisons, exercises within ten. Cent, five cent, dime.



Simple transactions, using toy money. Splints of two-inch, four-inch and six-inch length may be used in easy measuring. Small groups of like objects may be compared.

SECOND QUARTER.—Oral. Counting. Reading to one hundred. Increasing and decreasing numbers to fifty by ones, by twos. Measurements and comparisons. Simplest problems connected with daily life of pupils.

Written. Arabic symbols to fifty.

Detail. Count by ones to one hundred, by twos to twenty. Reverse the process by ones, by twos.

Measurements and comparison: Inch, foot; cent, five-cent piece, dime; pint, quart. Short lines in integral number of inches, or of feet, compared. Exercises within twenty.

Problems: Only one operation in a problem; objects or pictures arranged in groups not larger than four. Number within twenty.

THIRD QUARTER.—Oral. Reading numbers to five hundred. Increasing and decreasing numbers to one hundred by ones, by twos, by threes, by fours, by fives. Measurements and comparisons. Fractions, one-half, one-third, one-fourth. Problems.

Detail. Rapid counting, gradually omitting objects.

Addition. Tables of one, two, three, four, five.

Subtraction. Tables of one, two, three, four, five.

All tables should be developed, memorized to perfection, and applied in increasing and decreasing numbers to one hundred.

FOURTH QUARTER.—Oral. Reading numbers to one thousand. Counting, addition and subtraction. Measurements and comparisons. Fractions, one-half, one-third, one-fourth and one-eighth. Problems.

Detail. Oral addition and subtraction: the forty-five principal combinations reviewed. Drill in recognizing combinations by sight. Counting by twos, threes, fours, fives, and tens to one hundred. This affords a preparation for the multiplication table. Measurements and comparisons.

Written. Column additions with not more than six addends. The building-up method of subtraction is recommended. Give special attention to speed and accuracy.

### Review Denominate Units of Preceding Grades.

Forming rectangles with inch-squares of card-board; drawing rectangles with integral number of inches in each dimension, and separating them into inch squares; finding how many times the whole rectangle contains a one-inch square, and what part one row of squares is of the whole.

Problems; simple problems within the child's experience, involving addition and subtraction, and integers of three orders only.

The making and solving of original problems suggested by abstract data.

### Third Year.

FIRST QUARTER.—Oral. Reading Arabic numerals to 2,000; Roman numerals to C. Multiplication and division tables through five; fractions, one-fourth, one-third, one-fifth, one-sixth. Measurements and comparisons. Drills in rapid addition and subtraction. Problems for quick solution.

Written. Integers of four orders. Dollars and cents. Addition and subtraction, using numbers of three and four orders. Drill for accuracy. Multiplication and division, within the tables already learned. Drill for accuracy. Make and solve problems, using concrete numbers.

SECOND QUARTER.—Oral. Practice reading to 10,000, to acquire rapidity.

Alternate writing and dictating, the numerals, (Arabic and Roman), to be read. Count by fours, sixes and sevens to 100, beginning with one, with two, and with three, respectively. Make problems for rapid practice in multiplication and division, also, in handling small fractions.

Written. Write integers to 20,000; Roman numerals to D. Addition and subtraction, using numbers of four orders. Do not make the columns too long. Multiply and divide numbers of four orders by multipliers and divisors within the tables learned. Use dollars and cents. For practice in both oral and written work, make many problems involving things within the experience of the children. Have children use measures as foot rule, yardstick, pint and quart measures, scales and weights, etc., and make and solve problems in harmony with measurements.

THIRD QUARTER.—Oral. Reading Arabic numerals to 100,000; Roman numerals to M. Practice until pupils read accurately and then drill for rapidity. Count off by threes, fours, fives and sixes. Beginning with two and with four, count by sixes, sevens and eights. Practice the forty-five combinations as in second grade. Develop, memorize and recite multiplication table to six times twelve.

Written. Write numbers of five orders. Add columns of numbers of four orders. Multiply and divide numbers of four orders, using multipliers within the tables learned.

FOURTH QUARTER.—Review the work of the year. Drill for speed and accuracy. Give many problems involving concrete numbers requiring use of different standards of measure. Use a variety of objects for objective work in fractions.

Memorize thoroughly multiplication and division tables to eight times twelve. Give especial attention to addition by endings. Do much oral work (not too formal) and let the written work be simple. Have pupils write complete analysis to a few problems until they understand every step. Make all work in arithmetic vigorous.

#### Fourth Year.

Problems during this period should develop skill. To acquire skill there must be a thorough drill in the fundamental processes—addition, subtraction, multiplication and division. The multiplication table, “the key to arithmetic,” must be so thoroughly mastered that factors instantly suggest the product and vice versa.

Teachers should remember that while emphasizing drill they should frequently deal with the concrete and its measurement; pupils should constantly be called upon to interpret symbols and explain processes.

With training for skill in computations there should be acquired increased skill in analysis. An operation may be performed with only a partial knowledge of the reasons underlying its steps, but in the solution of a problem reasons must be given for each operation.

FIRST QUARTER.—*Addition, subtraction, multiplication and division.*—Continue same kind of work as in previous year, making work in multiplying and dividing more difficult, until pupils can perform processes rapidly to 12. Drill on parts and run it into parts of 100 or percentage. Mental arithmetic may be used to good advantage in this class.

SECOND QUARTER.—*Factoring, cancellation, common fractions.*—Drill on fractions and problem making. Teach to write and read decimals and to perform simple operations with them. Do not forget to keep problems on board for pupils to solve. Drill on proper forms of solution and correct explanations.

THIRD QUARTER.—*Decimal fractions and review of second quarter's work.*—Spend much time in solving problems in measurements of surfaces and of solids. Teach to find areas and contents. Secure a box of blocks of all sizes from  $\frac{1}{2}$  inch cube to 6 inch cube. These may be made at any saw mill or lumber yard. Use them to teach relations of numbers, ratio and proportions. Thoroughly drill in sight work. Teach long division.

FOURTH QUARTER.—*Denominate numbers and interest.*—Continue drills in all subjects taught. Devote one-half the period of recitation to mental arithmetic, using problems that will cause pupils to think. Always keep in mind just what you are trying to accomplish, whether it be to acquire knowledge, develop power or train to skill, and make your problem serve its purpose. Review the work of the year.

### Fifth Year.

Clear ideas of number and skill in process having been secured, training of the analytic judgment should receive greater attention. The previous study has been the art of arithmetic; it should now be studied more as a science. Definitions, principles, rules and formulas should now be developed. Each subject should be known for itself and for its relation to other subjects. Relation and interdependence should be carefully taught.

Continue use of Oral Arithmetic during the year. Give frequent drills in notation and numeration. This year a full and complete mastery of addition, subtraction, multiplication and division and of simple and fractional numbers should be acquired.

At the time of reciting Oral Arithmetic do not have the problems written where the pupils can see them. The pupils should listen so that each may repeat the problem if required to do so.

The pupil solving the problem should stand and give his own analysis, the teacher warning him against illogical processes, but giving no set forms. Do not omit the practice in problem making.

FIRST QUARTER.—*Notation, numeration, addition, subtraction and multiplication.*—Give thorough drill in Roman and Arabic notations. Pupils should be required to give clear definitions of terms used. Necessary rules for processes should be deduced after solution of many problems. The object is to acquire accuracy and speed in handling numbers. Give many problems not found in the book, problems made up from familiar objects and transactions at home. Have pupils make and solve original problems. Have them bring in original problems for class solution. Give problems combining two or three processes; as, 12 plus 8 plus 9 minus 5 minus 6 times 7 equal what? Give many such, making them more difficult until pupils become expert in handling numbers and their combinations. Do not allow pupils to use such devices as counting on fingers, counting marks, etc., but have them so familiar with numbers that they can reach direct results.

SECOND QUARTER.—*Division, factors, cancellation.*—Give thorough and rapid drill in short division, both oral and written, then follow with easy problems in long division. Drill until pupils understand clearly the principles and processes. Help them to understand that division is the converse of multiplication and a short method of subtracting equal numbers. A thorough mastery of the multiplication table is all-important. The factors of numbers, how to find and use them, will be comparatively easy to one who understands the relation of multiplication and division. Multiply two numbers, as 7 and 3. The factors of the result are 7 and 3. Divide 21 by 3; the quotient 7 with the divisor 3 are the factors of 21. Illustrate by many examples. Bring out clearly the difference between prime and composite numbers. Drill until pupils can determine by inspection when numbers are divisible by the digits from 2 to 9, inclusive. A few lessons will enable the pupils to see that cancellation is a short method of making many multiplications and divisions by omitting equal factors from both dividend and divisor, and will enable them to use this process in shortening their work.

THIRD QUARTER.—*Common Fractions to Division.*—By a number of easy problems and illustrations lead to definition of fraction; terms of fraction, numerator



and denominator; kinds of fractions, proper, improper, mixed, etc. Drill in writing and reading fractions, give much oral work in finding parts of numbers, as one-seventh of 14; three-eighths of 16; five-sixths of 42, etc.; change  $\frac{1}{2}$  to 4ths; 2-3 to 9ths; 4-5 to 30ths; 2-7 to 21st, etc. Practice on reducing fractions to higher and lower terms and common denominators. Have these principles thoroughly understood and the other work in this quarter will be easily mastered.

FOURTH QUARTER.—*Division of Fractions and Review.*—Complete common fractions and review the subject. Use many original problems and those selected from other texts. Study carefully the reasons for inverting the divisor and see that the pupils thoroughly understand it. It is not necessary to solve all the problems in the book, original problems, as a rule, being preferable. It is not necessary to continue solving problems under a given subject after pupils thoroughly understand it and can apply its principles readily and accurately.

### Sixth Year.

FIRST QUARTER.—*Decimal fractions.*—A clear understanding of percentage depends upon a thorough knowledge of decimal fractions. Pupils should be drilled until they can read and write decimal numbers accurately. It is important to know how and where to place the point in multiplication and division of decimals. Confusion often arises from pupils not being able to write decimal numbers accurately on hearing them read by the teacher, and mistakes are more often made in not being able to place the decimal point correctly in multiplication and division than in anything else. The principles and processes of solution are the same in decimals as in whole numbers, and facility in reading, writing and pointing are the main things to be stressed, aside from accuracy and rapidity of work. Practice in changing common fractions to decimals and decimals to common fractions until pupils know the value of numbers used in percentage and interest, whether expressed decimally or as common fractions. The relation of decimals to United States money, percentage and interest should be understood by the pupil. Here, as in other subjects, the teacher should use many original problems in order that the pupil may acquire confidence and speed in handling numbers and solving problems.

SECOND QUARTER.—*Denominate numbers.*—The work in compound numbers should be amply illustrated and the pupils encouraged to make and solve many original problems from familiar objects. After learning to reduce numbers from higher to lower and lower to higher denominations, pupils should be required to make measurements and solve problems, such as finding the numbers of square feet and square yards in the school room and the school yard; how many bushels of grain the school room would hold; the cost of certain pieces of land familiar to them at so much per acre, and the cost of piles of wood filling, given dimensions, etc. Comparisons of different weights and measures should be made and pupils should be taught to make or should borrow different weights and measures for the use of the class if the school is not supplied with them. Measurement of grain and fruit, weight of cattle, the value of land and many original problems involving subjects of direct and daily interest to the children will make their knowledge more practical and valuable.

THIRD QUARTER.—*Longitude and Time, practical measurements and review problems.*—A few drills will be sufficient to give the pupils a knowledge of the subject of longitude and time. Most of the time of this quarter should be spent upon practical measurements and in the solution of problems that will review the quarter's work thoroughly. Pupils should be required to draw accurately the different angles, lines and figures, and to make and solve many original problems on the different figures. In most problems the figures should be drawn. Pupils



should be thoroughly familiar with the solution of problems involving the carpeting of floors, plastering of walls and ceilings and painting surfaces, measurement of land, lumber and finding capacity of bins, cisterns, wagon boxes, etc.

FOURTH QUARTER.—*Percentage and its applications to interest.*—During the entire year use oral arithmetic. When percentage is thoroughly understood little difficulty will be experienced in handling any of its applications. Only a few terms need be defined, but these, with the principles involving them, should be so thoroughly understood that the pupil can readily and easily find any one when the others are given. Here, as in other subjects, it is not necessary to solve all the problems in the book. Drill until the pupils become thoroughly familiar with the principles of the subject and how to apply them, and then omit many of the easier problems, giving only such as require thought in their solution.

### Class A.—Seventh Year.

The seventh and eighth years' work should be alternated. Give the seventh year in 1907-8, and the eighth in 1908-9, and continue to alternate.

FIRST QUARTER.—*Interest to true discount.*—This will not be difficult to those who understand percentage. Pupils like to compute interest. In this subject the teacher will not have any difficulty in procuring many original problems from pupils and parents to supplement problems in the book. Do not fail to make clear the principles involved in each problem. Have each problem solved from the pupil's viewpoint and avoid model solutions, patterns and recipes. Lead pupils to think independently.

SECOND QUARTER.—*Interest—Bank discount, stocks, bonds, etc. (Omit Annual Interest and True Discount.)*—Drill the pupils until they can readily write any of the simple forms of business paper, such as promissory notes, receipts, checks, drafts, etc. Give careful attention to the form, punctuation and spelling in the written work. Facility in the use of terms and in understanding their applications is the result of use, and pupils should be drilled until the language of business is familiar to them.

THIRD QUARTER.—*Exchange, Partnership, Ratio and Proportion.*—Six or eight days is sufficient time to spend on exchange, domestic and foreign, and partnership. Not all the problems need be solved, but sufficient time must be spent to familiarize the pupils with the principles involved. More time should be spent on ratio and proportion. Make it plain that simple proportion is an equality of simple ratios that may be arranged in direct or indirect order. Avoid the formal statement of problems by rule. Lead pupils to see relations.

FOURTH QUARTER.—*Involution, evolution, square root and cube root.*—Give rapid oral and written drills in squaring and cubing numbers. Pupils should know the squares of numbers from 1 to 25 and their cubes to 12 or 15. The roots of perfect squares and cubes to 625 and 3375. In written solutions use formulae for square and cube root, and also the blocks. Drill until pupils can use above devices easily in explaining and illustrating their solutions.

### Class A.—Eighth Year.

FIRST QUARTER.—Use the entire quarter in reviewing work gone over the first quarter in seventh year, and solution of such problems as will develop and strengthen the pupils at the points where they seem most defective. Pass over easy and unimportant problems. Select from other authors and make original problems. Drill and review until pupils have a good grasp of the entire subject passed over.

SECOND QUARTER.—*Average payments, accounts, progressions, compound interest.*—Review the second quarter's work of the previous year. A knowledge of these new subjects is not vital, but is important to the student who would complete

the course in arithmetic, and who would have a thorough knowledge of all the subjects ordinarily found in a practical arithmetic. The teacher should make it the rule to teach thoroughly every subject considered. Partial knowledge of any subject is not valuable. The drill and mental discipline are quite as important as the knowledge obtained from the study of these subjects.

THIRD QUARTER.—*Divisors and multiples, G. C. D. and L. C. M., measurements of solids.*—Here, as in the preceding quarter's work, mental discipline is the object of the study, rather than the knowledge obtained. Drill for speed and accuracy in work. Give thorough review of ratio and proportion. Keep original form problem before the pupils.

FOURTH QUARTER.—Complete the book. Study carefully the metric system of weights and measures and review parts of the subject not thoroughly understood by the class. Make and solve problems relating to merchants, factories, builders and other mechanics.

## GEOGRAPHY.

### Class C.—Fourth Year.

FIRST QUARTER.—It is expected that the nature study of the earlier grades will have contributed to home geography so that certain sections of this portion of the subject may be treated quickly. Avoid devoting too long a time to home geography. Children get bored if this subject is long drawn out as is often the case.

As far as possible, base home geography on the children's personal experience. Develop the subject in class and use the text as a means of reviewing and clinching points. Home geography based on text and not on actuality is a poor foundation for later work. Make it real, devoting particular attention to geographic features illustrated in the vicinity. Have as many excursions as can be arranged, and illustrate by photographs, drawing, models, and specimens, if possible. Have children contribute to this by bringing in illustrative materials.

Make a study of the distribution of homes in the vicinity.

Bring out essential elements of a home—family, house, and division of labor in family work.

Necessity of different buildings in locality in order to accommodate varieties of business.

Note buildings used by many people, such as postoffice, stores, schoolhouses, and churches.

Study relation of these buildings to principal thoroughfares.

Bring out the advantages of people living close together.

If in a city, locate the corners that are best known as locations of stores; if in the country or a small town, note places in the village that have local names.

Show how animals passing along one line make paths. In this connection study cows in pasture, children going to school in the country, children going over schoolroom doorsill, or the wearing of carpet in certain places.

Bring out the natural development of paths and their gradual improvement into roads and streets.

Learn the names of the principal streets or roads in a locality.

Show how they are cared for and thus lead up to government.

Show how each family contributes to government by taxes.

Note the important local officers—just enough to illustrate—not all. Bring out town, city, state and National government, and show how these forms of government are related to the pupils.

### The Surface of the Land.

Study the slopes between the schoolhouse and the pupils' homes. Give variety of slopes. Have the children decide which is easiest to travel over. Hence the reason for relation of slopes to roads. Give terms like hill, plain or valley after the form has been studied.

Study the location of schoolhouse in reference to slopes. Pick out certain buildings and study their location, as the church on a hill, a store where roads meet on a plain.

Show as fully as possible how people depend on slopes.

Study distribution of trees and note the relations of occupations to slopes in local landscapes.

Show a few views from text or other illustrations, to bring out the point that similar forms are found in other distant regions.

Have the children summarize local landscape features by means of definitions made by themselves. Then compare with the definitions in the text.

### The Water on the Surface of the Land.

Note the moisture in the soil, on the surface of the ground, and in the air. Show the latter by a pitcher of cold water on a warm, moist day. Note the necessity of water for plants, animals and people.

Show how drinking water is secured in your home locality. Explain wells, or springs, or city water supply.

Study the water of a stream and note the sediment contained. Have the children reason as to the origin of sediment. Study a near-by stream or rain rill and see proportion of sediment in sight.

If possible get some distilled water, and have the children explain the taste as compared with the taste of local drinking water. Illustrate by dissolving sugar or salt in a glass of water.

Bring out parts of a stream and develop common definitions associated with local water courses and valleys. Omit those drainage forms not illustrated in your locality.

Study other uses of running water, *i. e.*, in commerce, manufacturing, irrigation.

Summarize in home-made definitions and then compare with those of the book.

### The Soils.

SECOND QUARTER.—Observe the weathering of rocks, the rusting of tools and other similar phenomena to show how rocks decay and form soil.

Have a box of soil in the room and study its fineness, color, feeling, and the way it takes up water.

Test different kinds of soil by having the children plant seeds and compare results.

Show how soil is necessary to plants and study effects of running water on soils.

Combine this work with Nature Study.

### The Atmosphere.

Perform some simple experiments to show the presence of air.

Have the children relate, from their own experience, ways in which air is of use.

Have them describe their feelings on damp and dry days, cold and warm days, calm and windy days.

Have them study various forms of water observable as vapor, fog, clouds, dew, frost, rain, snow and ice. Show by experiment evaporation and dew point, when vapor and dew are studied.

Study different days to show varieties of weather, and keep a weather record at different seasons for a week or two at a time.

Study effects of weather at different seasons on crops, animals and plants.

### **Occupations.**

Review need of division of labor in families and communities.

Have the children work out the number of different occupations that contribute to their daily needs.

Find out how many different occupations are illustrated by the work of the parents of class members.

Illustrate agriculture by window gardening.

Illustrate grazing by observation of cattle, goats, or horses.

Have the children describe other occupations they are familiar with, such as quarrying, lumbering and fishing. If possible, make excursions to study local occupations, observing simpler features only.

Bring out the advantage of money as representing wealth and as an aid to commerce.

### **Transportation.**

Have the children describe trading they have engaged in, noting exchange of goods for money or money for goods, and transportation involved in getting goods to or from the store.

Lead out to other means of transportation observable in the locality.

Have the children note variety and make a list of goods to be seen in transit.

Show how transportation involves distance and direction.

### **Distance, Direction, Maps and Globes.**

Have the children become familiar with units of distance, as foot, yard, mile. Have them time themselves walking a mile. Compare with the time of a horse or train for the same distance.

Have the children give direction familiar objects within sight are from themselves. Lead out from schoolhouse to near by towns.

Have them make maps of school desks and room to different scales.

Throughout, combine home geography with local history whenever possible. Study the development of home locality and the relation of this development to simpler features of surface, drainage, and climate.

On a globe have children locate distant places they have heard about and compare in distance and direction with home locality.

Compare, on a globe, the distribution of land and water—the land as a possible area of habitation and the ocean as a great route of travel connecting land areas.

Have the children take imaginary journeys about the world and name the bodies of water and land passed over.

Study the location of a few commercial cities on the shore line, and study the advantages of shore lines and harbors.

Study shore forms by means of pictures if no shore form is available. Study also methods of ocean travel.

### **The Products of the World Brought Us Through Commerce.**

Have the children decide what food products used by them came from a distance. Select certain products used or seen by children to illustrate the relation of home locality to other parts of the world.



Study place and origin of breadstuffs, milk, butter, vegetables, clothing, fuel and materials for house building—and the means of getting them to home locality.

Rice, bananas, coffee, cocoa, valuable woods, rubber and quinine will bring in the relation of home locality to southern North America and to northern South America. Hides and meat products will illustrate the relation to southern South America; furs, the colder parts of North America and Eurasia; olives, olive oil, wine, cheese, embroidery, linen, from Europe; silk, spices, pepper, tea, and rugs, from Asia; palms, oil, ivory and diamonds, from Africa; and wool from Australia will show the relation to those countries.

Select those products children have seen or heard about. Make a brief study of the lives of the people, of climate, and of plant and animal life in each region considered. Compare with home locality.

Make the home locality the center of thought in developing the world to show the interdependence of peoples and the world-wide interchange of commodities.

### **The Climate of the World.**

Summarize products brought out in this study in heat belts and study the characteristics of each belt.

Illustrate by means of a globe, the distribution of sunlight over the world and develop simply the change of day and night and the distribution of the seasons, especially of home locality.

Compare a globe with wall maps and have the children become familiar with world maps.

### **NORTH AMERICA.**

THIRD QUARTER.—By means of a globe, have the children study the size and relative position of North America.

Locate North America in heat belt maps and study the general distribution of climate.

Locate carefully the cold, cool, and hot portions of the continent.

Have the children locate and compare the principal highlands and lowlands with a view to the possible distribution of population and industries.

Similar study should be made of the larger streams, such as the St. Lawrence, Mississippi and chief tributaries, the Columbia, Yukon and Mackenzie. Have the children suggest reasons for the absence of large cities on certain of these streams.

Have the children learn these names and be able to locate the rivers on a map.

### **THE UNITED STATES.**

Locate the United States in the continent as related to heat belts.

Note the extent north and south and east and west and compare with Mexico and Canada.

Summarize the history of the United States briefly to show the development of the Union.

Omit any detail consideration of physical features of the United States, allowing these facts to come out as the work goes on.

### **NEW ENGLAND.**

Locate and name the states of New England.

Locate the Green Mountains, White Mountains and Mount Katahdin.

Locate and study the relation of highlands to the Penobscot, Kennebec, Androscoggin, Merrimac and Connecticut rivers.

Study the location of manufacturing in river valleys.

Compare the number of coastal cities with the number of cities on rivers and bring out the principal business of the former.

Locate the chief fishing cities and especially with reference to the Newfoundland banks.

Have the children reason from the map, and from previous knowledge as much as possible, where industries would be established. Then locate and study them. At the close of study, summarize the conditions most favorable for each industry, thus giving foundation for quick study of similar topics in other states.

Supplement the text with descriptions and illustrations of industries given orally or as supplementary reading, but avoid too many details and technical points too difficult for comprehension. Emphasize geographic reasons for distribution of industries rather than details of processes. Study agriculture, lumbering and manufacturing in sufficient detail to avoid long consideration of the same topics in other groups of states. Avoid giving the impression that New England leads in these industries, for it does not.

Children not living in New England should know the location, without consulting a map, of Boston, Providence and Portland, and should be able to locate quickly on a map Bangor, Lewiston, Manchester, Burlington, Haverhill, Lawrence, Lowell, Lynn, Cambridge, Worcester, Springfield, Holyoke, Hartford, New Haven and Fall River.

### MIDDLE AND SOUTHERN ATLANTIC COAST STATES.

Locate and name these states. Omit boundaries, but have the children learn the relative position of the states in group and in the Union. Have them able to locate these states on a wall map.

Locate in extent and in position in this group the Appalachian System and the Atlantic Plain, and consider their probable relation to distribution of population.

Locate the Great Lakes, and the Hudson, Delaware, Susquehanna, James and Savannah rivers, as related to highland and plain.

Study the distribution of principal industries, as under New England.

Children living outside this group of states should know without referring to a map the location of New York, Buffalo, Philadelphia, Pittsburg, Baltimore, Washington, Richmond, Charleston, Savannah, Atlanta and Jacksonville. They should be able to locate quickly on a map Albany, Newark, Trenton, Harrisburg, Norfolk, Raleigh, Wilmington, N. C., Columbia, Augusta and Key West.

### SOUTHERN STATES OF THE MISSISSIPPI BASIN.

FOURTH QUARTER.—Locate and name these states; locate the group in the Union and show its relation to the Atlantic Plain and the Great Central Plain.

Study the distribution and character of industries and of commerce as related to surface and climate.

Compare the industries with those of regions previously studied and bring out reasons.

Children living outside of this group should be able to locate, without a map, Memphis, Mobile, Birmingham, New Orleans, Little Rock, Galveston and San Antonio, and be able to locate quickly on a map, Nashville, Knoxville, Chattanooga, Vicksburg, Guthrie, Fort Worth, Austin and Houston.

### NORTHERN STATES OF THE MISSISSIPPI BASIN.

Locate this group of states in the Union and as related to surface features and to each other. Pay particular attention to the Mississippi and its tributaries and to the Great Lakes as related to possible commerce.

Study industries as before, especially agriculture, manufacturing and mining.  
Study commerce and scenery as before.

Summarize to show dependence of people on surface and climate, and density of population according to climate as shown by the distribution of large cities.

Children living outside the group should know the location without a map of Wheeling, Cincinnati, Cleveland, Detroit, Chicago, Duluth, Milwaukee, St. Paul, Minneapolis, Omaha, St. Louis, Kansas City, Louisville, Indianapolis, and be able to locate quickly with a map Toledo, Charleston, Fort Wayne, Grand Rapids, Bismarck, Des Moines, Topeka, Frankfort.

### THE PLATEAU STATES.

Locate in the Union as a group and as related to plains and mountains and drainage. Locate industries in the group according to physical conditions.

Study ranching and mining, the former as related to climate and surface and the latter to surface. Study these industries in detail as best illustrated in this group.

Compare relations of people to physical conditions and with conditions found in other groups of states.

Emphasize scenic features.

Give emphasis to primitive people.

Children living outside the group should be able to locate without a map Butte, Cheyenne, Denver, Pueblo, Santa Fe, Phoenix, Salt Lake City, Ogden and Boise, and quickly, by reference to map, Helena, Anaconda, Laramie, Boulder, Colorado Springs, Trinidad, Albuquerque, Tucson and Provo.

### THE STATES OF THE PACIFIC COAST.

Locate the states in this group as a whole and as related to the Union and to the mountains and coast line. Compare in position with the states on the Atlantic coast.

Study the relation of rivers to surface and compare with the Mississippi and St. Lawrence.

Study industries as before, bringing out the relation to climate and surface as illustrated by ways industries are carried on.

Pay especial attention to fishing, lumbering and manufacturing.

Study commerce, using world maps. Describe San Francisco Harbor; also Puget Sound ports and harbors. Learn the principal exports and imports of the important commercial cities and the chief routes of transportation. Emphasize scenic conditions, with special reference to the Sierra Nevada Mountains, the Yosemite Valley, the highest peaks of the section, and the "Big Trees."

Children not living in this group of states should know the location without a map of Spokane, Seattle, Tacoma, Portland, San Francisco and Los Angeles, and quickly with a map, Bellingham, Everett, Sacramento, Oakland and San Jose.

### UNITED STATES DEPENDENCIES.

Locate on world and continental maps, Alaska, Hawaii, Porto Rico, Tutuila and the Philippines.

#### Alaska.

Location and size.

Climate and its influence upon the lives of people.

Principal mountains and river.

Industries associated with surface features, as mining in Yukon Valley, seal fisheries of coast.

Reasons for commercial relations to the United States as dependent on climate and resources.

### Hawaii.

Location; of what advantage commercially.

Climate and products.

People and their mode of life.

Commercial relations to United States.

### Porto Rico, Tutuila and the Philippines.

Study in a manner similar to above.

### Class B.—Fifth Year.

FIRST QUARTER.—In the study of the continents in the upper grades, the point of view should be developed so as gradually to bring in the causal side first. By the end of the fifth grade work, the pupils should see that the physical features are an important part of geography and exercise control over peoples' occupations. Hence the passage to the study of the causal side first and the emphasis of the physical conditions should be easy and natural in the next grade. The point of view in the fourth and fifth grades is to work out through the lives and occupations of the people to the controlling causes. In the later years the order should be reversed, as will be explained later. In preparation for such work, increasing emphasis should be given to map work in the fifth year and at times the causal side should be brought forward. However, avoid asking the children to reason too deeply or too long, as it is sufficient to lay the foundation for clear thought in these years.

Too much should not be attempted in this grade. Avoid overloading with details. Teach the children how to use a map. Avoid those details that are merely information and not knowledge.

### COUNTRIES OF NORTHERN NORTH AMERICA.

Study the location and extent of Canada, Newfoundland and Greenland.

Compare Canada in size with the United States.

Study the distribution and character of occupations.

Compare with the United States and summarize by showing the relation to surface and climate.

Locate clearly Halifax, Quebec, Montreal, Toronto, Winnipeg, Vancouver and Victoria.

Simply note the existence of the northern portion of Canada and Greenland. Devote little time to these as they are unimportant. Merely bring out life conditions as compared with regions of the more southern portion of the continent.

### COUNTRIES OF SOUTHERN NORTH AMERICA.

Study the location of Mexico, Central America and the West Indies.

Compare in position and heat belts with the United States.

Study the industries and lives of the people as dependent upon climate, having the causal conditions come out as a result of the lives and occupations of the people.

Locate the principal countries of Central America and the West Indies so that



pupils can readily find them on the map. Do not require them to be memorized as to position.

Bring out the relations of the United States to Cuba and Panama.

### **SOUTH AMERICA.**

**SECOND QUARTER.**—Locate South America on a globe and compare it in position and in size with North America. Note particularly the relative position in longitude and latitude.

Study briefly the distribution of surface according to heat belts and locate the three highlands and the great lowland.

Study the extent and direction of flow of the Amazon, the La Plata and the Orinoco as related to the surface features and the oceans.

Study the distribution of industries first according to the surface divisions to give a general setting to the continent as a whole.

Study each country of South America with regard to its industries and the lives of the people, devoting the most attention to Brazil and the Argentine Republic.

Locate the chief commercial cities as to country and with relation to the principal ports of the United States and of Europe.

Draw comparisons with the United States regarding the relation of occupations to climate and surface.

Summarize these relations to the continent as a whole and also as compared with North America.

### **EUROPE.**

More time should be given to Europe than to any continent except North America. Compare with the United States to show the general dependence of people on surface and climatic conditions.

As in other continents, study first the larger features of extent, coast line, surface, drainage and climate to give a general setting to the details of industrial life to follow.

Study surface with regard to highlands and lowlands, but locate only the chief mountain ranges as the Alps, the Appennines, the Pyrenees, the Carpathians.

Study the general distribution of plants as related to surface and climate, and also to give foundation for a similar study of the distribution of occupations.

### **THE UNITED KINGDOM.**

Locate the United Kingdom and consider the countries of which it is composed.

Locate with relation to Europe, to the ocean and to the heat belt.

Study briefly the surface and climate.

Study the commerce as related to the United States and South America, omitting details of commercial commodities.

Whenever possible in this grade, the text and class room work should be supplemented by geographical readers.

Children should know the location of London, Liverpool, Manchester, Glasgow, Dublin and Belfast, and should be able to locate readily on the maps other cities and towns named in the text because of their manufacturing or commerce.

### **OTHER COUNTRIES OF EUROPE.**

**THIRD QUARTER.**—In a similar way study the other countries of Europe, devoting the larger attention to France, the German Empire, Switzerland, Spain and Portugal and Italy. Consider the other countries briefly and, if necessary, omit some of the Balkan countries.

In each country follow the method outlined above.

The children should know the location of Paris, Le Havre, Antwerp, Hamburg, Berlin, Vienna, Rome, Florence, Naples, Athens, Madrid, Lisbon, St. Petersburg and Stockholm.

Draw comparisons with our own country, wherever possible, and emphasize relations to the United States.

## AFRICA.

The study of Africa should be brief and from the same standpoint as the study of Europe.

The location of the continent on the globe and in heat belts, the distribution of the different surface features, and of the more important political divisions of Africa should be clear.

Pupils should know the position of Egypt, the Sahara, Algeria, Morocco, Nigeria, the Congo Independent State, Abyssinia and Cape of Good Hope.

Cairo, Khartum and Cape Town are the only cities that children should be expected to know the location of without using a map.

## ASIA.

Study the location of Asia in the same way as that of Africa.

Study the distribution of surface features, climate and coast line as in Africa. Study, particularly, the location of Siberia, Japan, the Chinese Empire, India, Siam, Persia and the Turkish Empire. It should be possible for the pupils to locate other countries quickly, but their location should not be memorized.

Study the several countries, as has been done before, emphasizing the lives and occupations of the people, and the distribution of products as dependent upon surface and climate.

Study, briefly only, Siberia, Arabia, Persia, Afghanistan, Baluchistan, Ceylon, Korea and the Malay Archipelago. Give considerable attention to the other countries.

Illustrate by pictures and supplementary reading.

Bring out comparisons with our own country as to products and the character of occupations and of people. Show reasons for increased interest of our country in Asia.

Locate the principal commercial cities and also Tokyo, Peking, Jerusalem and Mecca.

## AUSTRALIA.

FOURTH QUARTER.—Consider occupations briefly, bringing out the distribution of occupations and people as related to the surface and climate, and locate the chief cities.

New South Wales, Victoria and New Zealand are the only countries that the children should be expected to locate accurately from memory.

## REVIEW.

Summarize in a review of the year's work, Canada, Europe, Eastern Asia and Australia, especially, to bring out comparisons in lives and occupations, in products and in position with reference to our own country.

### Class B.—Sixth Year.

FIRST QUARTER.—The object of the year's work is, first, to bring together and combine the varied points in reference to physical geography that have come out

during the fourth and fifth years; to amplify these facts that they may be used as a basis for a causal study of the continents, and to give training in clear thinking, and in the use of maps. The work should be largely map study, later supplemented by the text and by supplementary reading.

The work naturally begins with the larger features of the world that have been studied only briefly before, and then works outward to the continents. Only those topics should be studied that are necessary for a basis to the later causal topical study of the continent. The larger emphasis should be put upon the climatic and surface features. Enough of the classification of the surface should be given so that pupils will be able to name the ordinary land forms when they see them, and know something of their origin and of their significance in political and commercial geography. No attempt should be made to study all the conditions of weather observable in any locality. The pupils should know, however, the general procession of lows and highs, and know the average weather conditions to be expected from each. A greater emphasis should be given to plant geography than to the geography of animals or to the races of men, because the distribution of peoples and of occupations and the commercial conditions throughout the world are dependent closely upon the conditions of the plants as these are dependent upon climate and surface.

The maps should be studied by means of questions planned to bring out the larger features of the maps. The climatic maps should be carefully studied in reference to each continent so that a pupil can tell from the surface and the climate what is to be expected in the way of population and commerce in each region. It is more valuable for a pupil to be able to get the larger features of world and continental geography, to be gained from a map, than to know all the details of location of land forms, capes, peninsulas, cities and ports, which he is sometimes expected to memorize. Location is, however, an important part of the work and should not be neglected. Location work has been neglected too much in recent years. Anything that is studied as to the location should be studied in relation to the conditions that determine its position, and not merely as an item of information.

At the end of the course of study a child should be able to read intelligently any common map, should know how to study a text in such a way as to join things together causally, should know how to use an index, how to consult an encyclopedia or other book of reference, and get the facts desired. He should not feel that all that is in geography is in the text or that geography is unchanging.

A pupil should be able also to locate, without reference to a map, at least fifty of the larger cities of the United States and fifty more of the chief cities of the world.

In the treatment of the continents the order should be in general the same because this order has been outlined as being the best for bringing out the causal relations. The topics should not be studied separately, for each topic depends closely upon all the topics preceding it in reference to the same area. The physical, climatic, and commercial, and plant world maps should be used in outlining these topical conditions.

## THE PRINCIPLES OF GEOGRAPHY.

### The Shape and Size of the Earth.

The globe as a whole, its composition and relation of parts.

The shape of the earth and results in everyday life.

Emphasize globular form and do not elaborate the flattening at the poles, as that is of little importance. Size should be considered in round numbers only.

Show how shape has caused the use of such words as up, down, level and upright.

### The Motions of the Earth.

*Rotation.* (The teacher should have a small globe in hand for all studies of the world as a whole. In this portion it is best to have a blackboard globe if possible.)

The manner and time of rotation. Simpler terms arising because of rotation, axis, pole, equator, hemisphere and cardinal points.

Show how rotation causes distribution of sunlight during a day and hence the natural device for position east and west—the meridians.

Show that degrees are angles formed by the intersection of meridians along the earth's axis, and that degrees on the surface have lengths dependent on the size of the earth at different distances from the equator. Illustrate by cutting an orange or apple into sections.

Comparative longitude of places and consequent difference in time are arithmetical applications of longitude, and should preferably be incorporated in the arithmetic work.

Note that Standard Time is now used in most of the countries of the world, and that true sun time is more a matter of daily use on the oceans.

*Revolution.* (The teacher should use a small globe that can be moved about some central object to represent the sun. Be careful always to hold the globe so that the axis is always in the same position. Do not rotate the poles. A floating ball in a pan of water is also a good representation of these points. Problems in rotation and revolution can be worked out easily by means of a small ball mounted on a board. Each child should have a ball. Cut a small circular hole in a piece of paper so that it will fit the globe. This may represent the twilight circle and can be put in different positions to represent the seasonal conditions.) Note that the facts of revolution if memorized are practically useless. They must be worked out with apparatus, and children must be able to demonstrate the points to have them of any use in later life.

The seasons, the meaning of the circles, the tropics, the equinoxes and the solstices should be worked out.

Latitude naturally follows. This should be shown as in longitude as angular distance and not merely miles. Maps and their use, and the use of parallels and meridians naturally follow the study of longitude and latitude.

### The Continents and Oceans.

Study distribution of great land and water masses on the globe and then on a map. Bring out clearly the conditions that determine the difference between a continent and an island, a sea and an ocean.

Note land and water hemispheres. Have the pupils realize that a globe can be cut into an indefinite number of hemispheres, and that only a few are used ordinarily.

### Rivers and River Valleys.

Study the work of rivers and the features of river valleys, if possible, by observation.

Bring out the results in formation of valleys, hills, mountains, and the essential definite ideas associated with rivers, which are of use in daily life.

Bring out the classification of rivers, as young, mature and old, but do not elaborate. Illustrate deposits, and lakes, water-falls, divides, alluvial plains, deltas, and drowned valleys, all of which terms are later put to constant use.

Avoid word statements not founded on clear images.



### Plains, Plateaus and Mountains.

Bring out essential ideas of form and the relations to peoples. Avoid details of classification, and do not elaborate too fully. Be sure to bring in the human relations as illustrations in all phases of the work so as to have the pupils see that these topics are studied because of their geographical significance, and not because they are mere items that have to be included because they are usually studied.

### Underground Water.

Bring out the meaning of rainfall, ground water and surface water.

Show the importance of ground water and surface water.

Note irrigation as a very important means of bringing water to the soil. Note wells, springs and limestone caves as the results of ground water. Bring out their significance. Bring out essential features of geysers, hot springs, volcanoes and earthquakes, and the relation of men to the regions in which these abound.

### The Atmosphere.

Show the constant presence of air; its uses and its work.

Study temperature and the difference in the response of land and water to temperature.

Make January and July isotherma maps the basis of the work. Compare temperature of interior of continents with temperatures of the east and west coasts of the same latitude. Note area of greatest and least annual range of temperature. Locate heat equator and cold pole.

### Rainfall and Weather.

Rainfall naturally follows because of upward movements of the winds. Hence the rainy and dry regions should be anticipated from the wind maps, and even small areas can be located if the surface maps are used also.

The study of rainfall naturally leads to the study of rainfall in the United States. This means to a large part of the country the study of weather. Hence the necessity of studying lows and highs or cyclones and anticyclones.

The work on weather should if possible be based on a series of observations of the weather carried on for a period before the subject is taken up. The local weather maps should be obtained from the nearest office of the United States Weather Bureau for use in studying the weather of the day as illustrations of larger phenomena.

### The Oceans.

The study of the ocean movements naturally follows that of the atmosphere, as the oceanic movements are primarily the results of winds.

Bring out first the uniformity of motion in the northern and southern oceans, omitting at this stage the North Indian Ocean. Show how the currents determine the number of oceans.

Study the currents of the North Indian Ocean and prove the point of the relation of currents to winds by the case of these currents.

Note the use of the currents to man.

### Waves and Tides.

The topics of waves and tides should be studied briefly. Waves may be illustrated by a series of experiments so that pupils will realize form, power and the effects on the shore line.

Tides should be considered merely in their essential, easily understood elements. The cause of tides is beyond most pupils. It can be shown that the moon and sun cause the tides, but the details are too difficult for clear exposition.

### Shore Forms.

SECOND QUARTER.—The details of formation and of features of the shore forms should only be studied where observation is possible. Children should know the ordinary forms of importance to man and commerce, and how they are formed—that is, on what kind of a shore line they may be expected. The work of corals may be brought in briefly. Note that the coral building animals are not insects, as so many books state. The conditions determining the growth of corals are more important than the actual work of the corals.

### Glaciers.

The remaining eroding agent, the glacier, should be studied with some detail in the larger part of the northern United States.

Show what a glacier is; show the nature of its work and the changes that it produces, including the shape of the deposits left, the effect upon drainage, and indirectly upon industries.

Bring out relations of man to glaciers in the eastern United States, in Switzerland and other countries.

### Distribution of Plants.

The study of the physical lays foundation for the study of the geography of life. The study of this series of facts allows for the application of the principles already studied, and permits certain summaries of facts that have been scattered as illustrations in the earlier part of the work.

The general distribution of plants should be anticipated from a study of temperature, rainfall and surface maps, most of which have already been studied. This study should be approached by a series of carefully planned map questions. Children should be thoroughly familiar with the relation of vegetation to climate, to altitude, to slope, and should know the conditions of the several plant regions. These regions are of great importance in later continental work, and should be known thoroughly in comparison with the home region.

### Distribution of Animals.

The distribution of animals naturally follows that of plants, as animals ultimately depend on plants for their food. The distribution of animals is not as clear, however, as that of plants, and the causal conditions cannot be emphasized as strongly.

Children should know the different regions and the characteristics of the animals in each. They should know the chief animals of use for food, clothing and shelter, or as beasts of burden in each.

A brief consideration of the distribution of the common domestic animals is interesting and gives a good opportunity to study the effects of man's work in changing geographic conditions.

### The People of the World.

Children should know the effects of mountain ranges, of plains, of deserts and of oceans upon the migrations of men, and should know what surface features are the best barriers.

They should know the distribution of the great races and the essential characteristics of each race.

The conditions of people as to civilization, and what this means as to their place and position in the world of commerce and in progress, are extremely important topics.

The social and industrial relations, in a simple way, of the savage and barbarous people should be compared with the conditions of the civilized communities.

The development of trade among people naturally follows.

The essential elements of commerce and the aids to commerce should be noted. This should include the common features of government, that pupils may have the ideas of village, town, city, state and nation clearly in mind as political units.

## NORTH AMERICA.

### Size, Position and Coast Line.

Relative size of continent.

Position as to latitude and longitude.

*a* With reference to other continents.

*b* With reference to oceans.

The coast line, its shape, direction, accessibility and relations to good harbors. Chief indentations and ports located.

### Surface.

The larger divisions of surface, the Cordilleran Highlands, the Appalachian Highlands, the Atlantic Coastal Plain, the Great Central Plain, their extent, significance, character and relations in a broad way to population.

Modifications of surface as the result of glacial action. Extent of glaciated area.

### Drainage.

Larger drainage features only as related to surface. The Mississippi River, the principal rivers of the Pacific Slope, of the Atlantic Slope, of the Arctic Slope, the St. Lawrence Basin.

Bring out these features as related to history and to geographic development of the continent.

### Climate.

Position of the continent in the wind systems.

Consequent general features of climate.

Chief modifications due to surface.

Climatic regions and their general characteristics.

The East Coastal, Interior and West Coastal regions.

### Vegetation.

General distribution of the chief vegetation regions determined from the climatic maps and the vegetation map of the world.

The tundra, the forests, the steppes, the deserts.

Characteristics of vegetation in different regions.

• Significance of vegetation distribution.

### Animals.

Very brief consideration only.

**People.**

Present and past distribution of races in North America.  
Relation of races to surface and climate.

**THE UNITED STATES.****Size and Extent.**

THIRD QUARTER.—Extent in continent. Hence, relation to climatic and physical regions.

**Climate.**

Careful causal study should be made of the climate of the several regions of the United States, the East Coastal and Gulf, the Interior and the West Coastal, as related to the larger features of surface. Bring out the relations to agriculture and other occupations to be expected. Verify and add details later.

**Physical Divisions.**

Study carefully the distribution, surface features, relation to other features, effects upon industries, commerce, distribution of population, and other characteristics of each of the following physical divisions of the United States: the Coastal Plain; the Piedmont Belt; the Appalachian Highlands; the Great Central Plain; the Rocky Mountains; the Columbia and Colorado plateaus; the Great Basin; the Pacific ranges.

The political extent of each region should be noted carefully that this may be used later in the regional work. The relation of each separate physical division to the large features of the continent should be noted, as also the climate of each region.

Bring out historical relationships wherever possible, especially in the eastern United States.

This gives a good view of the United States as a whole, so that each part can be seen in relation to the whole, and so that the effects of surface and climate may be clearly and easily brought out.

The larger portion of the features of climate, of physical divisions, and of relations of life thereto, should be worked out from the maps before the text is studied.

**NEW ENGLAND.**

New England is naturally the first division to be studied. There is a great advantage in beginning with the political divisions along the Atlantic Coast and in proceeding westward, because it allows the geography and the history to be closely related throughout. This is especially true of the facts of colonial history, of the expansion of the West, and of the Civil War.

New England should be treated as a political unit as well as a physical unit. It is the only political division of the United States in which only one physical division is involved.

**Size, Position, Surface and Drainage.**

Size, position in the Union, and position as related to Europe and South America.

Surface features, emphasizing larger features.



Soils as related to glaciation.

Drainage, direction, length and importance of streams.

Scenery as elements of surface features.

### **Climate.**

Climate as dependent upon position in the Union and on the east coastal side of the westerly wind system.

### **Occupations.**

Occupations as dependent upon surface, drainage and climate. Bring out reasons for distribution of industries, having the children locate from maps and from earlier part of text before studying the portion of text relating to industries.

### **Cities.**

In association with each industry study the location and relative importance of the cities involved in the industry to a notable extent.

In this way cities become causally located, and only the few chief cities have to be studied later as individual things. Avoid the mere memorizing of a table of cities with their wonderful features. This is not studying geography; it is merely studying a gazetteer.

### **Commerce.**

Trade and cities naturally follow the occupations, and should be studied as related to New England, the Union and the world. Have the children follow routes of commerce on world and commercial maps.

Make the study comparative as much as possible, so that New England will be seen in relation to the rest of the Union, and not as a mere section by itself.

Summarize, bringing out the causal relations and the commercial position of the region.

### **History.**

Throughout, relate to the history as much as possible, and show in what ways this region has contributed to the occupation and development of the rest of the Union.

## **MIDDLE STATES OF THE ATLANTIC COAST.**

This is the first group of states in which several physical divisions are to be considered. The manner of treatment will be a guide to the manner of treatment of later divisions.

### **Size, Position and Climate.**

Size, position in Union and position in reference to glaciation.

Climate as dependent upon position.

### **The Atlantic Coastal Plain.**

As each physical division is studied the features thereof should be reviewed if necessary. The maps should be used constantly.

*Extent; Surface*—Industries dependent upon surface, climate and soil.

Show reasons and bring out cities involved.

### **The Piedmont Belt.**

Similar treatment.

### **The Appalachian Mountains.**

Similar treatment, emphasizing the relation to commerce, transportation and history.

### **The Great Valley.**

Similar treatment, but more detailed. There is no region in which the causal side can be better treated. The historical relations here are striking.

### **Adirondacks and Allegheny Plateau.**

Study in the same way the Adirondacks and the Allegheny Plateau. The latter should have careful treatment.

Summarize the commerce, domestic and foreign, and bring out relative standing of the chief cities.

### **District of Columbia.**

Consider District of Columbia as of interest and importance to all Americans, because the seat of National Government.

## **SOUTHERN STATES OF THE ATLANTIC COAST.**

FOURTH QUARTER.—Study this region, bringing out as fully as possible comparisons in physical, climatic and life conditions with the regions farther north, and the reasons therefor.

Atlantic Coastal Plain, the Piedmont Belt, the Appalachian Mountains and the Great Valley are the physical regions involved.

Cities should be brought in causally and the more important summarized under trade and cities.

Bring out the interrelations in domestic commerce and the reasons therefor.

## **SOUTHERN STATES OF THE MISSISSIPPI BASIN.**

Study this region in a similar way, bringing out comparisons with regions already studied and reasons therefor, as far as possible.

When a new industry is met, study with care the reasons for its development.

The Coastal Plain, the Allegheny Plateau, the Great Valley and the Western Plains are involved here. The last mentioned are practically a western continuation of the coastal plain and need not be considered separately.

## **NORTHERN STATES OF THE MISSISSIPPI BASIN.**

This region is largely the Great Central Plain. The other regions are so insignificant that they may be studied in relation to the industries to which they are most closely related.

Hence the treatment here is closely similar to that of New England.

The position, surface, soil, climate and vegetation naturally lead to a consideration of the occupations, in which agriculture, grazing, mining and manufacturing are all of great importance.

This region should be compared with the other regions already studied, so that its proper position may be seen and the reasons appreciated.

The location of cities should be closely studied, particularly in relation to the drainage and other physical features, and the relation of trade routes, and character of products involved in commerce, should also be similarly studied.

### THE PLATEAU STATES.

The differences between the several physical features of this region are, from the standpoint of man, largely scenic differences. So far as occupations are concerned, it is only necessary to contrast the highlands and the lowlands causally—the highlands for their mining and lumbering, the lowlands for the agriculture and grazing.

This region is splendidly situated for a causal study of life, as related to climate, surface, position, and much should be made of this. The region can well be approached from the maps and let the text follow.

The trade should be studied as related to the surface and trade routes. Cities should be located in the same way.

Especial attention should be given to the scenery and the primitive people.

### THE STATES OF THE PACIFIC COAST.

These states may be studied in a similar way, bringing out the industries as related to the lowlands and highlands. Here, again, the region should be approached from the maps, and the text used later.

The commercial relations of the present and the probable commercial relations of the future should be worked out with care and the reasons clearly brought out. Use continental and world maps.

When a child has studied the different sections of the United States he should know their relative position in space, climatically, their surface features, their chief occupations and the reasons therefor, the relative status of any group of states in its chief industries, the commercial relations and the position commercially of the chief ports, and any special points in which any particular group outranks other groups.

### THE DEPENDENCIES OF THE UNITED STATES.

Study causally (following the order, position, surface, drainage, climate, vegetation, products, trade and trade relations) Alaska, Hawaii, the Philippines and Porto Rico.

Locate and note the other dependencies, but do not study them at any length.

Location of all the dependencies should be on a world map and in comparison to the United States.

### COUNTRIES OF NORTHERN NORTH AMERICA.

Locate on the continent and in the world.

Eastern Canada should be studied somewhat fully and compared with the United States in position, surface, climate, relation to the Great Lakes and the coast, products and commerce.

The physical divisions of the United States should be followed into Canada and their relations to the people brought out.

Study whole area as to position, extent, coast, surface, drainage, climate, vegetation, animals and trade.

Then study the several provinces, and especially Quebec and Ontario. Compare the latter with the region of northern New York and Pennsylvania.

Compare Manitoba with the Dakotas; British Columbia with Washington and Alaska.

Note that recently the territories have been reorganized and that Assiniboia and Athabaska no longer exist.

The region has been divided into a western Alberta and an eastern Saskatchewan.

Study Newfoundland and Greenland briefly as related to climate, ocean and fisheries.

## MEXICO.

Study Mexico causally according to the order of topics previously outlined, bringing out comparisons and commercial relations to the United States.

Locate chief ports and towns, but do not call for a study of the different states.

## CENTRAL AMERICA AND THE WEST INDIES.

Make a similar study of Central America and the West Indies, having the children locate the different countries and chief islands, and bring out commercial relations to the United States. Emphasize the changes that will probably follow the opening of the Panama Canal, such as the shortening of trade routes between Europe and the west coast of South America, and between the Atlantic ports of the United States and the same region.

### Class B.—Seventh Year.

## SOUTH AMERICA.

FIRST QUARTER.—Follow the causal order in reference to the continent, bringing out comparisons with North America and the United States constantly.

### Comparative Size and Position.

Latitude extent as compared with North America.

Relation to heat belts.

Longitude extent. Compare longitudes of western South America and eastern North America.

Coast line and harbors.

### Surface.

Study the principal highlands and lowlands.

Compare with North America.

Note that the Andes are not an extension of the Rockies, as is usually taught. They are a separate system, separated from the Cordillera of North America by the mountains of southern Mexico and of Central America, which run nearly east and west.

### Drainage.

Study drainage and compare the Amazon with the St. Lawrence, the La Plata, and with the Mississippi. Show why the Amazon is not a great commerce route.



**Climate.**

Compare with North America, showing similarities and dissimilarities. Show reasons. Bring out seasonal conditions.

**Vegetation.**

Vegetation as dependent upon climate and surface.

**Animals and People.**

Study this subject briefly.

**THE COUNTRIES OF SOUTH AMERICA.**

Study different countries causally, paying the greater attention to Brazil, Argentine Republic, Chile and Venezuela. Follow order of topics given before.

Bring out commercial cities and relations, showing why South America has closer commercial relations with Europe than with North America.

Summarize so as to leave a clear impression of the continent as a whole, and its relative importance in the world politically and commercially.

**EUROPE.**

Study first the continent as a whole, noting its relation to Eurasia and the climatic and social conditions dependent thereon.

Compare with the continents previously studied whenever possible.

Europe can be studied causally with great ease and effectiveness.

The order of topics should be size and position, coast line, surface, drainage, the chief subdivisions of surface, climate, and vegetation, animals and people, following the outline for North America, already presented.

In this study make constant use of the world maps and the climatic maps to give best training on map study and understanding of causal relations.

Study different countries causally, bringing out the commercial conditions and relations, with reasons therefor. Follow an outline for each country similar to the series of suggestions given below for Spain and Portugal.

Pay the closest attention to the United Kingdom, France, the Low Countries, Russia, Germany, Italy and Switzerland.

Compare constantly with the United States as to number of countries, density of population, development of industries, commerce and relative world importance.

Summarize as in the case of South America.

**THE IBERIAN PENINSULA.****Size, Boundaries and Position.**

SECOND QUARTER.—Its size compared with some area already studied.

Relation to surrounding ocean. Harbors.

Relation to remainder of continent. Importance of barrier of Pyrenees.

Local region of corresponding latitude in North America.

Possessions of Spain and Portugal in other parts of world and their importance.

### Surface and Drainage.

Height and extent of plateau.  
 The distribution and character of mountain ranges.  
 Distribution of population and cities as related to surface.  
 Position and extent of lowlands.  
 The principal rivers, their directions, position of main divide.  
 Characteristics of rivers, reasons for falls and rapids.  
 Basins of Douro, Tagus and Guadalquivir compared.

### Climate.

Winter and summer climate as determined by prevailing winds.  
 Distribution of rainfall as related to winds and surface.  
 Influence of Pyrenees on climate.  
 Relation of climate to agriculture.

### Products.

Distribution of agriculture and grazing as related to surface and climate; of mining as related to surface.  
 The principal products of the soil and their relation to climate and irrigation.  
 Comparison agriculturally with Algeria.  
 The chief minerals, their location and importance.

### Manufactures.

Reasons for lack of development of manufacturing.  
 The principal products and places of production.  
 The importance of Madrid.

### Trade.

Reasons for lack of development of internal commerce.  
 The principal exports and imports.  
 The relation of exports to agriculture and mining.  
 The relation of imports to manufacturing.  
 The location of particular exports at certain ports and the reasons therefor.

### The People.

The former greater world importance of Spain and Portugal.  
 The reasons for present position in world affairs.  
 The characteristics of the people. The people of plateau and lowlands compared.

### AFRICA.

Study causally, following the order outlined above for Europe and North America.

Study northern and southern Africa fully.

Bring out comparisons with Europe and North America.

Show reasons for the development of colonies of European countries and the commercial value of the colonies.

Summarize so that pupils will see clearly the relative rank of Africa and the reasons therefor.

## ASIA.

THIRD QUARTER.—Study Asia causally—following the order outlined above for Europe—first as a continent as a whole, and then in sections. Use climatic and commercial world maps and make these maps the basis of the work as much as possible.

Devote a large share of attention to Russia in Asia, to India, Chinese Empire and Japan.

Summarize as before.

## AUSTRALIA.

Study Australia as a whole causally—following the order outlined for Europe—merely locating the different states of the Commonwealth.

Show why the colony is of great advantage to the United Kingdom.

Study Tasmania, New Zealand and the Islands briefly in the same way, and summarize.

## SUMMARY.

The work should close with a summary of the distribution of the chief commercial products of the world according to climate and surface, and of the world politically, followed by a brief comparative review of the great commercial nations, showing the reasons for their relative positions.

## THE GEOGRAPHY OF MISSOURI.

FOURTH QUARTER.—Somewhere in the course of study, and preferably as late as possible, so as to give the most effective treatment to the topic, the geography of Missouri should be studied intensively. This should be done in such a way as to give a good understanding of the reasons for the relative rank of the locality in the Union as to population, development of specialized industries and commerce. Emphasis should also be given to the more important points of history as related to geography, and some attention devoted to certain items of necessary information about the home state, even though they are not strictly geographical.

The immediate home locality is made the basis for the earlier work in geography for good educational and geographic reasons. During the work on the continents throughout the intermediate and upper grades, a special study is made of the place of Missouri in the political group of states of which it is a part, of the position of the group economically and commercially in the Union, and the place of the United States in the world as a great commercial, industrial and political unit.

There is a need, therefore, in summary and review, to make a more special study of the reasons for the relative importance of parts of Missouri that pupils may see their own locality in the proper perspective as related to the rest of the country. They also need to know many details of interest to them, but of little importance relatively to people living outside the region.

This study should be causal and definite, should be based on maps as far as possible, and should be organized so as to make the pupils realize the reasons why they should have a strong patriotic feeling for the United States and their own State.

Though the order should be topical and causal, no one order can be prescribed for all localities. In some places the historical side should be brought in early so

as to show the reasons for the development of the region, and in others it may be introduced later, because the history can be better understood after the geographical elements have been studied in detail. In general, the following order is recommended:

### **Location.**

Location in reference to other states; to great physical divisions of the United States; to larger climatic divisions; to drainage features and natural lines of transportation and commerce.

Larger effects of location as shown in the development of certain groups of industries.

### **Size.**

Size in round numbers only. Extent in latitude and longitude.

Relative size as compared with neighboring states.

### **Surface.**

The larger surface features as related to the physical divisions of the United States.

Special study of distribution and character of surface; features of most moment in determining distribution of population and industries.

Brief account of development of the more striking surface features, omitting geological details.

### **Drainage.**

Relation of region to the large drainage slopes of United States.

The general direction of streams as related to surface.

The chief rivers and their relations to distribution of cities, industries and commerce.

### **Climate.**

Relation of seasonal climate to position on continent.

Effects of surface features on climate.

Temperature, prevailing winds, rainfall of winter and summer.

Length of growing season.

Relation of distribution of chief crops to conditions of growing season.

### **Plant and Animal Life.**

The larger plant realm in which the region is located.

Distribution of forests, tillable land, waste land.

The native animals; their present numbers, distribution and protection.

Animals of economic value.

### **History.**

The primitive peoples, their character, number and relations to white men.

The occupation and development of the region considered in relation to geography.

Earliest centers of population and lines of travel with reasons for location.

More striking historical personages.

Development of industries historically considered.



### Industries.

The different local industries should be studied in detail so as to bring out the reasons for their development, the value of products, the relative rank of home locality in the Union, and relations of products to home consumption and commerce. Study carefully particular localities in which special industries have been developed to a great degree of efficiency. Bring out reasons for location of cities through study of industries.

### Transportation and Commerce.

Routes for commerce and the reasons.

Internal and external commerce as related to industries and special cities.

Chief products involved in commerce as exports and imports.

Chief commercial cities and reasons for growth.

### Government and Education.

The State government and officers.

Their duties, terms of office and method of selection.

The leading public institutions.

State representation in the National Congress.

The general plan of public education in the State.

The chief public educational institutions.

The more important private educational institutions.

### The Chief Cities.

Consider briefly the more important facts in reference to the larger cities of the State, bringing out important features, including especially the points of the individual cities of interest to the region as a whole.

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## HISTORY OF MISSOURI AND CIVIL GOVERNMENT, NATIONAL AND STATE.

### Class A.—Seventh Year.

FIRST QUARTER.—History of Missouri. Discoveries. The French. The Spanish. First permanent settlement. St. Louis. St. Charles. The Louisiana Purchase. Missouri as a territory. Burr and Wilkinson. The first newspaper. Lewis and Clarke. New Madrid earthquake. Daniel Boone. Franklin. Admission of Missouri into the Union. The Missouri Compromise. The first governor. Benton and Barton. The state seal. Visit of Lafayette. The state capital. The Platte Purchase. Mormon troubles. The election of 1844. Doniphan's Expedition. Benton and Jackson resolutions. Railroad construction. Kansas troubles. Secession. Price-Harney agreement. Battle of Boonville. Battle of Wilson Creek. Battle of Lexington. Order No. 11. Price's Raid. The Constitution of 1865. The test oath. The new constitution of 1875. Growth of population and wealth since 1875. The payment of debt. School fund. Local option. Decrease in taxation. Public Institutions. Public schools.

NOTE.—Every school district should get a copy of the State Manual or Blue Book, when issued by Secretary of State every two years, and the State School Report, issued by State Superintendent of Public Schools every year. Ask your

State Senator or Representative for them. A book published by State Exposition Commission, called "The State of Missouri," should be in every district library, and used to supplement this study.

### Civil Government of the United States.

SECOND QUARTER.—(1) General Principles: Reasons for Government; Forms of Government; Progress of Government; Source of Power; What consent means.

(2) Charter and Colonial Government: Development; Charters; First Charter; Settlement in Virginia; Massachusetts; Maryland and Pennsylvania; New York and New Jersey; Carolina and Georgia; The Republican Colonies.

(3) Rise of American States: Breaking up of Colonial Governments; Provisional Governments; The Rise of States; Formation of Union; The Colonial Congress; The Continental Congress; Independence; National Unity; Confederation; A Second Constitution.

(4) The Fundamental Law: Authority; Preamble; Amendments; Divisions.

(5) The Legislative Department: House; Qualifications; The Speaker; Apportionment and Election; Gerrymandering; Voters for Representatives; Senate; The Presiding Officer; Elections and Vacancies; How Senators are Elected; Sessions of Congress; Beginning of Sessions; Powers of both Houses; How a law is passed; Impeachments; Treaties; Why two houses.

(6) Powers of Congress: Taxation; Revenue; Indirect taxes; Protective tariff; Revenue tariff; How imposts are collected; Excises; How collected; Uniformity; Direct taxes; Usual method; Purposes of taxation.

(7) Powers over commerce; Regulation; Foreign commerce; Interstate commerce; Trade with Indians.

(8) Power to borrow money; Necessity; Bonds; Notes; Sherman Notes.

(9) Powers over coinage; Weights and measures; Exclusive power; Necessity for; Coining money; Coins and ratio; Amount of money; Gold and silver certificates; Denominations; Subsidiary coins; Emergency moneys; Bank notes; Bills of credit; Counterfeiting.

THIRD QUARTER.—(10) Naturalization and Bankruptcy: Naturalization; Who may become citizens; Citizen and voter; Bankruptcies; Kinds; How far applicable; History; Necessity.

(11) The Post Office: Postal Department; Postal Routes; Classes of mail matter; Classes of post-masters; Free delivery; Registered letters; Money orders; The Postal Union; The Growth of the Post Office.

(12) War, Insurrection, Armies, Navies and Militia: War; Captures; Letters of marque and reprisal. Armies; The Regular Army; How supported; Rules and Regulations; Navy; Marine Corps; Officers of the Navy; Militia; Insurrection; Separate Authority of the State and Nation.

(13) Powers denied to the United States: Importation of Slaves; Habeas Corpus; Bills of Attainder and Ex-Post Facto Laws; Export Tax; Regulation of Commerce; Free Trade; Appropriations; Titles; Presents; Freedom of Religion; Free Speech; Free Press; Peaceable Assembly and Petition; Reserved Powers.

(14) Powers Denied to the States: To Make Treaties; Provisions for General Welfare; Impairment of Contracts; State and Nation; Slavery Prohibited; Equality of Suffrage; Equality of Citizenship.

(15) The President: Chief Executive; Term of Office; Qualifications; Vacancy; Salary; Powers and Duties; Veto Power; Powers and Duties of Vice President; How Elected; Presidential Electors; Qualifications of Electors; Electoral Vacancies and Contests.

(16) The Executive Department: The Cabinet; The Department of State; The Treasury Department; The War Department; The Department of Justice; The Post Office Department; The Navy Department; The Department of the

Interior; The Department of Agriculture; The Department of Commerce and Labor.

(17) The Judicial Department: Necessity for; Where Vested; The Court of Claims; Tenure of Office; Salaries; Jurisdiction; Trial by Jury; In Criminal Cases; In Civil Cases; Indictment by Grand Jury; Twice in Jeopardy; Self-conviction; Due Process of Law.

(18) Miscellaneous provisions: New States; Public Lands; Regulation of Territories; Oath of Office; Private Property for Public Use; Treason; Power to Enforce Authority; Republican Form of Government; Invasion; Domestic Violence; The Supreme Law.

### Government of Missouri.

FOURTH QUARTER.—(1) The Rise of State Government: Origin; Transfer to the United States; Successive Territorial Steps.

(2) The Missouri Constitution: How Framed and Adopted; Why not Discussed at Length; The Bill of Rights; The Three Departments; Executive Department; Legislative Department; Judicial Department.

(3) The General Assembly: Two Houses; House; Senate; Presiding Officers; Qualifications; Compensation; Holding Other Offices; Oath of Office; Sessions; Powers of each House; The Law; How Passed; Committee and Rules; Journal Yeas and Nays; Appropriation Bills; Order of Appropriations; Money—How Paid Out; Power of Governor; Creating Debts; Cash Basis; Class Legislation; Laws on what Subjects; When a Law Takes Effect; Revision; Impeachment.

(4) Executive Department: General Remarks; State Officers; The Governor; Qualifications and Salary; Lieutenant Governor; Auditor; Treasurer; Attorney-General; Superintendent of Schools; Salaries and Terms; R. R. Commissioners; Insurance Department; Labor Commissioner; Board of Equalization; National Guard; Other State Boards; Other Officers; State Institutions; General Powers of Officers.

(5) The Courts: General Statement; Kinds of Law; Common Law; Statutory Law; Criminal Law; Justices of the Peace; Constables; Probate Courts; Circuit Courts; Criminal Courts; Qualifications and Salaries of Officers; Assistants; Grand Jury; Petit Jury; Trial by Jury; Civil Trial; Criminal Trial; Instructions; Appeal; Court of Appeals; Supreme Court; Appellate Practice; Reports; Duty of Court; Enforcement of Law; Efficiency of the Courts; Morals of Community; Perjury; Ignorance of Law.

(6) Counties: Relation to State; Boundaries; County Seat; County Court; County Clerk; County Collector; Treasurer; Assessor; Circuit Clerk; Sheriff; Prosecuting Attorney; Recorder of Deeds; Surveyor; Public Administrator; Coroner; Compensation of Officers; Townships; Organization; Rate of Taxation.

(7) Cities, Towns and Villages: Powers; How Defined; Necessity for City Government; Incorporation; How Governed; Classes; Cities of the Fourth Class; Aldermen; Marshal; Police Judge; Other Officers; Cities of the Third Class; Cities of the Second Class; Cities of the First Class; Kansas City; City of St. Louis; Villages; Elections; City Limits; Assessors; Police Regulation; City Government.

(8) Public Schools: Purposes; Districts; Annual Meetings; School Boards; Powers of the Board; City, Town and Village Schools; Taxation and Length of Term; Taxation for School Houses; School Taxes; Tax Rates; School Funds; The Public School Fund; The Seminary Fund; Collateral Inheritance Tax; How Invested; Appropriations; County Fund; Township Fund; Special District Funds; Endowment; Cost of Public Schools; State Normals; Schools for Colored Children; County Commissioner; County Board; Non-Sectarian Education; Exempt from Taxation.

(9) Elections: Purpose; Time; Precincts; Judges and Clerks; Secret Ballots; Nominations; Counting Votes; Hours of Voting; Registration; Qualifications of voters.

(10) Taxation: Importance; Purpose; Why People are Taxed; Exemptions; Uniform Rate; Separate Taxes; Place of Taxation; Time of Assessment; Rate for State Purposes; Rate to Pay Debt; Licenses and Fees; Rate for County and City Purposes; License Tax; Occupation Tax; Saloon License; Pool Tax.

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## UNITED STATES HISTORY.

The history of the United States, up to 1776, is closely related to that of the Old World; in fact, it might appropriately be styled European history. While the subject is broad, the aim should be to make the growth of the colonies the center of interest.

That portion of American history prior to the discovery is well suited to pupils of the fifth and sixth grades. Much of it should be taught orally; sketches of history, poems and legends of Indian life should be read and discussed in this connection.

### Class A.—Eighth Year.

FIRST QUARTER.—*To New England Union, 1643.*—Begin with the period of discovery. The period was marked by an intellectual awakening known as the Revival of Learning. The invention of gun powder marked the downfall of feudalism and enabled the invaders of America to conquer the savages. The invention of printing made it possible to spread the news of discoveries and explorations. These two inventions, together with the magnetic needle and the astrolabe, paved the way for navigators to strike out more boldly than ever before.

The crusades broadened men's views and gave them a thirst for greater knowledge of the world; the downfall of Constantinople had sent Greek scholars westward, carrying with them the learning of the east. These were some of the important factors which contributed to the preparation of a new era. They should be considered before beginning the history of discoveries and explorations.

When the Turks took Constantinople, the commercial route through the Mediterranean was broken up. Why? A demand for a new route. Spain was divided into several small states; the southern part was held by the Mohammedans, who had lived there eight centuries. Ferdinand, Prince of Aragon, married Isabella, princess of Castile, in 1469. Their countries were united in 1479 into a single kingdom. They expelled the Mohammedans, and being anxious to extend the Christian faith, aided Columbus.

Discuss the geographical knowledge of the times. Make maps of the known world. Draw maps showing routes to India, also the route of Columbus. The line of demarcation, ignored by France and England.

Spanish Settlements. Cortez. Spain's greatness under Charles V and Philip. Most illiberal to its colonies; cruel to natives; no form of self-government; gathered vast riches which were carried to Spain. Draw maps and locate Spanish settlements.

English Settlements. Jealous of Spain's greatness. The Tudor sovereigns, Henry VII, Henry VIII, Mary, Elizabeth, Edward VI; a strong-willed set of sovereigns, who ruled from 1485 to 1603; Henry VII commissioned John and Sebastian Cabot to make explorations in America; their discoveries laid the basis of English claims in America. Queen Elizabeth commissioned Drake to sail the high



seas and to strike terror to the Spanish coasts and towns. Circumnavigated the globe.

The Tudor sovereigns were followed by another line of rulers, known as the Stuarts. They were James I, Charles I, Charles II and James II. They ruled from 1603 to 1688. During this time, England was without a king or queen for eleven years, 1649-1660. Charles I was beheaded and Oliver Cromwell was declared by parliament to be Lord Protector of England.

James I granted charters to the Plymouth and the London Companies to make settlements in America. The London Company made a settlement at Jamestown, Va., in 1607. Slavery was introduced by a Dutch trading vessel in 1619.

Martin Luther. The Reformation. The Reformation in England. The Puritans. The Pilgrims. Plymouth, 1620. During Cromwell's Protectorate he developed a strong colonial policy, secured the passage of the Navigation Act, which crippled the Dutch traders; compelled Maryland and Virginia to submit to authority of Parliament and attacked the Spanish and Dutch colonies. Study lives of: Columbus, The Cabots, DeSoto, Pizarro, Cortez, Raleigh, Champlain, Hudson, John Smith, Bacon, Roger Williams, Anne Hutchinson, Peter Stuyvesant, Wm. Penn, Lord Baltimore. Read: "Landing of the Pilgrims," "Columbus' Dream," "Supposed Speech of an Indian Chief," "Ponce De Leon," "Pocahontas" and other selections bearing on this period.

SECOND QUARTER.—*From 1643 to close of Revolutionary War.*—The New England Confederation, 1643; its purpose. English colonists did not like the natives; had local self-government; engaged in agriculture and commerce.

French Settlements. Cartier. In 1603 the French king, Henry IV, issued a royal patent to de Monts for the territory between the 40th and 46th degrees of latitude, under the name of Arcadia. Notice the country included; it led afterwards to conflicting claims. Champlain made first permanent French settlement at Quebec, 1608; he founded Montreal in 1611. The Jesuits. The French lived on friendly relations with the Indians; many intermarriages; but little self-government; engaged largely in fur trading.

Dutch Settlement: Established trading posts along the Hudson River. Large grants of land made to "patrons" who established a kind of feudal system. Their possessions passed to the English in 1664 as part of the lands of the Duke of York, afterwards James II.

Draw maps and locate possessions of England, France, Spain and Holland. Changes made in colonial charters. The Great Revolution of 1688. King William's War. Causes: Louis XIV of France espoused the cause of the deposed king of England, James II. In the treaty of Ryswick, Louis agreed to abandon the cause of James II and to recognize William as King of England. Mary died and William was succeeded by Anne, sister of Mary. Queen Anne's War, known in Europe as War of Spanish Succession. Causes. Louis XIV of France had persuaded the king of Spain to bequeath, upon his death, the dominion of Spain to a grandson of Louis XIV. The king of Spain died in 1700 and the young French Prince was sent to take possession of the Spanish throne. William opposed the union of France and Spain and formed an alliance with Holland, Austria and Germany to oppose it. By treaty of Utrecht it was agreed that the crowns of France and Spain should never be united on a single head; the king of Spain gave up some of his possessions and recognized Anne as the Sovereign of England. Queen Anne was succeeded by George I. He was the first of a new line of sovereigns, known as the Hanoverian Kings. They were not strong rulers; had but little influence. George I was succeeded by George II. It was during his reign that King George's War occurred. It was known in Europe as the War of Austrian Succession. The emperor of Austria, Charles VI, had bequeathed his throne to his daughter, Maria Theresa, and the sovereigns of Europe had agreed to the terms of the will. As soon as

Charles died, Prussia, Spain, France, Sardinia, Bavaria and Saxony all attacked her possessions; England and Holland stood by the terms of the will.

In the treaty of Aix-la-Chapelle England surrendered its gains on the sea and France its conquests on land. George II was succeeded by George III. During his reign the French and Indian War, the Revolution and the War of 1812 occurred.

The French and Indian War. Causes. A continuation of the struggle in Europe; the settling of the question whether the fortunes of the New World should be moulded by Englishmen or Frenchmen. England and France were engaged in a conflict in Europe at the same time, known as the Seven Years' War. England met with reverses at first both in Europe and America, but by the terms of the Treaty of Paris, her American possessions were greatly extended.

The Revolution. Cause. First Continental Congress. Second Continental Congress. Declaration of Independence. Articles of Confederation, defects. Alliance with France. Arnold's Treachery. Ordinance of 1787. Terms of the Treaty of Paris. Cession of Western Lands. The Public Land System. Making the Federal Constitution. Sources of the Constitution; compromises; adoption. Social conditions from 1780 to 1800. Agriculture, manufacturing, commerce.

Read: "Paul Revere's Ride," "Grand-mother's Story of the Battle of Bunker Hill," "Supposed Speech of James Otis," "The Rising of '76," "The Capture of Andre," "Marion's Men," "Song of Marion's Men," etc.

THIRD QUARTER.—*From close of Revolution to breaking out of the Civil War.* Organization of the Government. Federal and Anti-Federal parties. Executive departments. Amendments to Constitution. Organization of Courts. Hamilton and Jefferson as leaders. Locating seat of government. The cotton gin. Whisky Rebellion. Trouble with France.

Adam's Administration.—Alien and Sedition Laws, X, Y, Z Controversy.

Jefferson's Administration.—His policy. Barbary Wars. The Louisiana Purchase. Lewis and Clarke Expedition. Burr's Conspiracy. Embargo Act. Invention of the steamboat. The Twelfth Amendment.

Madison's Administration.—War of 1812. Clay, Calhoun and Webster. Naval victories. Old Ironsides. The Hartford Convention. Death of Federal Party. Results of the War.

Monroe's Administration.—Internal Improvements. Settlements of the West. Missouri Compromise. Draw maps showing slave and free territory according to the Compromise. Lafayette's Visit. "Monroe Doctrine." The Protective Tariff. Birth of New Parties; the National Republican, represented by J. Q. Adams and Clay; the Democratic, represented by Jackson and Calhoun.

John Quincy Adams' Administration.—Great national prosperity. The anti-Masonic Party.

Jackson's Administration.—Rotation in Office. The United States Bank. Nullification. The Black Hawk and Florida Wars. The first railroad. The Republic of Texas.

Van Buren's Administration.—Financial Crisis of 1837. Sub-treasury Bill. Horace Mann and educational reform. The growth of abolition. The National Republican Party began to be called Whigs.

Harrison and Tyler's Administration.—Harrison a Whig, Tyler a discontented Democrat. The Whigs favored the re-establishment of the national bank, internal improvement and a protective tariff. Harrison's death. Tyler failed to carry out measures of Whig party. Members of cabinet, except Webster, resigned. Dorr's rebellion. The Northeast boundary. The Mormons. Invention of the telegraph. Annexation of Texas.

Polk's Administration.—The Oregon Boundary. The Mexican War. Wilmot Proviso. Invention of the sewing machine.

Taylor and Fillmore's Administration.—Compromise of 1850. Invasion of Cuba. Personal Liberty Bills. Uncle Tom's Cabin.

Pierce's Administration.—Treaty with Japan. Kansas-Nebraska Bill. Formation of Republican Party. Dred Scott Decision. Mormon Rising.

Buchanan's Administration.—Lincoln-Douglass Debate. John Brown's Raid. Split in the Democratic Party. The election of 1860—candidates and platforms. Sing: "America," "The Red, White and Blue," "The Star Spangled Banner," and other patriotic songs. Read: "Old Ironsides," "Bivouac of the Dead."

FOURTH QUARTER.—*From beginning of Civil War to the present time.*—Lincoln's Administration.—His cabinet. Map showing confederate states. Confederate capital, president and vice-president. The Trent affair. The Morrill Tariff and Excises. Emancipation. Aim of Union, (1) to secure control of the Mississippi River and thus divide the Confederacy; (2) to capture Richmond; (3) to push the northern line of the Confederacy southward; (4) to blockade the southern ports. Battle of the Merrimac and the Monitor; results. The battle of Gettysburg proved that the North could not be invaded. Terms of peace. Results of the war. Assassination of Lincoln.

Johnson's Administration.—The president's theory of reconstruction. Congress's theory of reconstruction. Impeachment of the president. Thirteenth amendment. Building Pacific Railroad. Laying Atlantic Cable. Purchase of Alaska. The French in Mexico. The fourteenth amendment. The election of 1868; the issue.

Grant's Administration.—Reconstruction. Fifteenth amendment. Chicago fire. Grant-Greeley campaign. Alabama demonetization of silver. Panic of 1873. Credit Mobilier. Whiskey Ring. Centennial Exposition.

Hayes's Administration.—Electoral Commission. Bland-Allison Bill.

Garfield and Arthur's Administration.—Civil Service Bill.

Cleveland's Administration.—Settlements in the West. Presidential Succession Law. Interstate Commerce Act.

Harrison's Administration.—The McKinley Bill. Ballot Reform. The Sherman Anti-Trust Law.

Cleveland's Second Administration.—World's Columbian Exposition. The Wilson Bill. Repeal of Force Bill.

McKinley's Administration.—Gold Standard Act. War with Spain.

Roosevelt's Administration.—Panama Canal. Louisiana Purchase Exposition. Jamestown Exposition.

Read: "The Blue and the Gray," "The Battle Hymn of the Republic," "Driving Home the Cows," "O Captain! My Captain," "Centennial Hymn," "Dewey at Manila," "The Maine's Men," "Remember the Maine."

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## NATURE STUDIES.

The first natural effort of the child is to interpret the material world with which his senses come in contact. The process begins with the babe and never ends. Before the child enters school his fund of knowledge is of the things that are about him, and with which he comes in contact from day to day. The desire to see something new, handle it, to know all about it, that which we sometimes call curiosity, leads naturally to investigation. The teacher who can wisely guide this desire has an easy task to attract and to hold the child's interest. There is no better way of giving pupils so much useful knowledge than to guide them through nature's storehouse. While knowledge is a result of observation, it must not be considered the end. The acquisition of knowledge should be a means to an end—the develop-



ment of the faculties—the attainment of skill. To make close and accurate observations, to give clear and terse expressions are the two best results of study.

The purpose of nature study is to put the child in sympathetic touch with the world of nature in which he lives, and to use this as a means of educating him. The main effort should be to give the child a correct picture of his environments taken in their entirety. The proper subjects for nature study are the trees, flowers, grasses that grow in the school yard and along the road, the birds and insects that frequent the school yard, and striking physical features in the neighborhood, such as the hills, brooks, etc. It should be kept distinct from object lesson teaching. Selecting objects of natural history and bringing them into the school room and teaching lessons about them is not all of nature study, if it may be called nature study at all. This work should proceed on the principle of asking the child what he has found out, or of discovering the child's point of view. It is not necessary to study the flower or the leaf or the fruit in all of its functions at one time. The leaf should be studied because it is a part of the tree; the flower, because it is necessary to fruit; and the fruit because it is necessary to the reproduction of the plant. One good means of teaching nature is an excursion into the fields. This may become too promiscuous unless well guarded. Every excursion should be planned for some definite object, and the efforts confined to that object. It should be very definite and to the purpose. There are three main elements in nature study: (1) earth and sky; (2) plants; (3) animals. In the scheme presented below, all three of these lines are carried along by quarters. An effort has been made to select the subjects of study in their proper season. If the teacher finds it necessary to add to these; omit or substitute something else all well and good. They are given as suggestions and not as that which should be required.

#### Class D.—First and Second Years.

**FIRST QUARTER: *Earth and Sky.***—The child should observe and tell what the weather is, and learn to know the signs of the weather, and become weather-wise. Note the changes in the seasons and of the weather.

***Plants.***—Make a collection of leaves. Have the children observe the kind of plant on which they grow. Observe the differences in forms and sizes of the leaves. Have the children make a list of all the names of the trees and flowers that they know.

***Animals.***—Have the children make a list of all birds and insects that they know and study carefully some one insect and some one bird.

**SECOND QUARTER: *Earth and Sky.***—Have pupils keep a daily record of the weather, observing the sunshine, clouds, temperature, time and place of sunrise and sunset.

***Plants.***—Have the pupils make a list of all the fruit and nuts they know. Bring a collection into the school, and study each kind as to form, size, color and use.

***Animals.***—Make a special study of birds as to habits of the different birds in the neighborhood, upon what they feed, where they live and how they rear their young.

**THIRD QUARTER: *Earth and Sky.***—Show by experiments how clouds are formed. Teach lessons concerning dew, frost and snow; also study the wind. Make and fly kites. Make a weather vane and explain its use.

***Plants.***—Make a collection of fruits and vegetables. Study each as to how it is cultivated, how gathered and kept for winter use.

***Animals.***—Make a special study of the four domestic animals, horse, cow, sheep, hog. Teach the children to make observations and report their observations as to the habits of each animal, the food, covering and uses to man.



FOURTH QUARTER: *Earth and Sky*.—Make general observations as to the contour of the country as seen from the school grounds and from other points in the neighborhood, and continue to keep records of the weather. Note effects of thawing and freezing.

*Plants*.—Study the conditions of sprouting, the flow of sap, the growth of leaves and flowers. Have pupils to report on changes in plant life.

*Animals*.—Have children report on re-appearance of animals in spring. Name the birds as they return. Where have they been? Where have the insects been during the winter? Note the changes in the covering of the domestic animals.

### Class C.—Third and Fourth Years.

FIRST QUARTER: *Earth and Sky*.—Continue the calendar, making observations as to changes in weather. Observe the hills and streams, swamps, woodlands, grazing lands and orchards of the neighborhood. Make a special study of the stream.

*Plants*.—Make a collection of the seeds of fruit, grain, grass, vegetables, flowers and weeds. Preserve them in small bottles labeled. Study each as to size, form and value.

*Animals*.—Make a special study of the cat and dog, and continue to study the habits of the birds and insects of the season.

SECOND QUARTER: *Earth and Sky*.—Make a record of what the people of the community are doing at this season of the year and note the change in the appearance of the trees and other changes that affect the scenery.

*Plants*.—Make a collection of seed pods of various kinds, acorn cups, nut hulls, burrs, etc. Study them as to how they open, the number of seeds and arrangement of the seeds in the pod.

*Animals*.—Make a study of the wild animals of the neighborhood, such as the squirrel, rabbit, rat, mouse. Where do they live? How do they procure their food? What animals store food for the winter? In what way are they useful and how are they harmful?

THIRD QUARTER: *Earth and Sky*.—Make a special study of the changes in temperature. Teach the use of the barometer, and how to use it and make records. Have each pupil keep a note book. Study ice and snow. How formed? Of what use are they?

*Plants*.—Winter fruits and vegetables. Select a few noted trees and make drawings of them, and describe them as they appear in January. Note changes in March; in May, etc.

*Animals*.—Poultry. Name the kinds of poultry and how they are useful to man.

FOURTH QUARTER: *Earth and Sky*.—Make observations of the farming industries of the community, making a diary of the times that different kinds of work are done. Then make some particular observations of one farm or one field and one road, making charts and drawing of them.

*Plants*.—Make a study of the native trees, bushes, shrubs, flowers and the character of the country, as to soil and contour, in which each grows.

*Animals*.—Classify the different kinds of horses, cattle and sheep, and also the different kinds of chickens. Make a study of the uses of these different classes. Describe as many of them as possible.

The teacher may find the methods of handling this nature study work in some text-books for teachers. The main purpose of nature study being to relate pupils to their environments, each teacher must find his or her own way of presenting the matter. In fact, nature study is a method that must be the expression of each individual teacher.

## PHYSIOLOGY AND HYGIENE AND PLANT STUDY.

### Class A.—Seventh Year.

It is thought best to give three quarters of this year to physiology and hygiene and one quarter to plant study. The work in physiology and hygiene in each quarter is divided into an *elementary* and an *advanced* course. They are on the same subjects. It is possible for the teacher to give all in the elementary division to grades before this year. It should be given orally, either in connection with the nature study work or in one or two lessons a week. If, however, little is done until the seventh year, it can be well done then. The teacher is expected to develop each topic, as the advancement of the pupils will permit.

These outlines comply with the law requiring the teaching of physiology and hygiene with reference to the effect of alcoholic drinks, narcotics and stimulants and at the same time so arrange the work that it may be handled in the country school without crowding the program.

**FIRST QUARTER: *Elementary.***—Compare the body to a steam engine and explain how the body works. Food and its uses. We need food for building, for power and for warmth. Explain the kind needed for each purpose. Explain what to eat and what not to eat. Three kinds of food needed, vegetable, animal and mineral. Make lists of each. Why drink? What to drink and what not to drink. What part of the body is water? What is alcohol? What effect has it? How much in beer? In wine? In whiskey? Why should food be cooked? Effects of cooking. When to eat and how much. Make as many good hygienic rules as possible concerning eating and drinking.

***Advanced.***—Discuss food and food materials more in detail, studying the elements of the different kinds of food and the material needed for building up the different organs of the body. Discuss fully the sources of food, where we get starch, sugar and fats needed in the system. Study water and its impurities and make a careful study of alcohol, making some experiments with sugar and starch in alcohol.

The organs of digestion, mouth, teeth, salivary glands, stomach, gastric juice, intestines, liver. Describe each of these organs as to size, location and work. Discuss appetite for food, for drink. Study more carefully the purposes, principles and methods of cooking.

**SECOND QUARTER: *Elementary.***—Study how food is masticated, digested, converted into liquid. Name the organs of circulation. What is the tobacco heart, the tobacco pulse? Trace the circulation from the heart throughout the system. What is the temperature of the body? How is it kept uniform? Explain how to treat wounds, to stop bleeding. What causes bleeding at the nose? Study why we breathe, how we breathe, and study the organs of respiration, the lungs. Study the framework of the body, the bones and the muscles and explain how the different movements of the body are controlled. Make as many rules of health as the pupils can commit concerning circulation, respiration, bones and muscles. Study especially out-door exercise, proper ventilation, etc., and their effects.

***Advanced.***—Make a careful study of the blood, red corpuscles, white corpuscles. Study from inspection these parts of some animal—the heart and blood vessels. Name the parts and action of each of the organs. Take up carefully arteries, veins, lymph vessels, capillaries and show the function of each. Explain minutely how the blood flows through the body and the necessity for knowing how to control the circulation under extraordinary circumstances.

Make a careful study of the organs of respiration. Study the composition of the air and the effects of pure air and impure air on the system. Explain the

action of the lungs and how the air in the lungs purifies the blood. Explain very carefully the need of fresh air and how to treat persons in case of accident in which respiration and circulation are involved.

Make a careful study of the skeleton, naming all of the teeth and the bones, classifying them, studying bone material and the fitting together of the joints and how the joints work. Study also the muscles; their uses, both as to moving the body and as to giving form. Study the composition of the muscles and what is necessary to growth of muscles.

What effect have stimulants and narcotics upon circulation, respiration and movements of the body. Make as many rules of hygiene as possible, covering the work of the quarter.

THIRD QUARTER: *Elementary*.—The covering of the body, the skin, the hair, nails; the function of each of these parts. What is sweating? How care for the skin? Bathing, clothing. How may the skin be injured? Explain blisters, corns, warts.

What are the brain and the mind? Where is the brain located? Explain its actions. How take care of it. Recreation and sleep. The use of narcotics, especially cigarettes, and how they effect the brain. How does the brain control parts of the body? Compare the nervous system to telegraph system.

Explain the five senses, touch, sight, hearing, taste, smell and the organs of each. Explain how to take care of these organs, especially the eye and the ear. Make rules of health concerning cleanliness, clothes and the effects of narcotics and stimulants upon the brain and mind.

*Advanced*.—Make a careful study of the kidneys and the skin and how the body rids itself of waste material. Study the parts of the skin and the uses of the different parts; the function of the skin, how it regulates the temperature of the body. Explain the difference between the cold blooded and warm blooded animals.

Make scientific study of stimulants and narcotics, opium, tobacco, alcohol and the effects of those upon the human system generally. Make a careful study of the nervous system, the brain and its parts, the spinal cord and the nerves. What are the functions of the cerebellum and the cerebrum? Explain the action of the nervous system generally?

Study the effect of habits upon the mind and how to take care of the mind and keep it in good working condition. Study the five senses very carefully, making a minute analysis of the different parts of each organ, the function of each part and how to take care of them.

Make a careful study of the causes of the ordinary diseases and what produces disease. Study what to do in emergencies, such as poison, wounds, fainting, drowning, etc.

FOURTH QUARTER: Early in the spring the teacher should make ready for teaching "How Plants Grow." This can be done by arranging sprouting boxes either at the home or in the school, and planting several different kinds of seeds along at different times, having the pupils watch the germination and manner of growth, and making notes of the different stages in the growth of the plants. In this the ordinary grains and garden seeds can be used. Flowers should be potted or set out early in spring and their growth and development watched. Study what are necessary to healthful growth of plants, the relation to the soil, the air and sunshine.

Make a classification of plants and have pupils find many different individual illustrations of each class. Teach the parts of the plant, the roots, stems, leaves, the parts and uses of each of these. Many experiments may be tried to determine the different elements in the different plants. How much of these different plants are mineral, how much liquid, how much gaseous.

Study twigs of fruit trees and forest trees. Begin this work early in the



winter and carry it along from week to week, noting the differences. Study the arrangement of buds on the twigs, the difference between fruit buds and leaf buds. Study the bark, the annual rings of the different plants. In this connection, teach pupils how to propagate plants by planting seeds, cutting, grafting, etc. Teach how to take care of the lawns and school grounds; also transplanting flowers, vines, shrubs and trees. See *Elements of Agriculture*, by former Supt. Carrington.

## AGRICULTURE.

The Committee of the National Education Association on Industrial Education recommends that agriculture be distributed through the last three grades of the common school, and that two lessons a week be given. In the scheme of studies given in this course, we prefer to arrange for agriculture in one year and arrange it by quarters. Doubtless the teacher will want to alternate this with physiology and plant study. This alternation may be by years, giving the seventh year's work in 1907-8, and the eighth year's work in 1908-9; or they may be alternated by weeks, months or quarters, and both carried along through the two years. In fact, many teachers will find it best to do this. They can then bring in agriculture and the study of plants on the days, weeks and months to which the work is best adapted. Physiology and some features of the agriculture work may be given at any time when the weather is not suited for other agriculture work.

Some would prefer to call all of this nature study. In reality, it is an extension of the nature study work with agriculture subjects as the means. It is not intended to give an extended course in agriculture such as may be given in the high schools. Pupils should, on completion of the common school course, have a well developed sympathy with agriculture and agricultural affairs. They will then be able, on entering the high school, to take up the work from a more scientific point of view.

It is not necessary for the teacher to have training in scientific agriculture to teach this work well. It must be remembered that the work is to be done by the pupils and not by the teacher. The teacher's habits of study and mature judgment should enable her to direct the work and have it done mainly by the pupils, even if she has very little information on the subject. Some teachers know too much about subjects and do all of the talking and teaching and leave little for pupils to do. In such cases it is a disadvantage to know too much on the subject.

This work is urged upon every rural school because it lends itself to the development of certain phases of education better than any other work. It will cultivate a respect for the occupation, create a high regard for industry in general, and connect the school with the real life of the community.

### Class A.—Eighth Year.

**FIRST QUARTER:** *The affairs of agriculture.*—The place that the farm occupies as a part of the community life. The nature of the farmer's business; what he does; what he sells; how he spends the year; what particular kind of agriculture in the neighborhood. What outside helps, such as good roads, telephones, rural delivery, experiment stations, markets. Gather statistics from the different farms of the neighborhood, make a map of the school district and write up the farms of the district.

*Seeds.*—The germination of seeds; vitality of seeds; how influenced. Deter-



nine by experiments. Make a special study of different grains as to their uses, and make and solve problems concerning these products.

*Insects.*—Make a special study of four or more well-known insects of different classes—the grasshopper, the honey-bee, the mosquito, chinch-bug, squash-bug, dragon-fly. Discover what good insects do, and what harm they do.

**SECOND QUARTER: Soil.**—The origin of soil, composition of soil, kinds of soil. Gather the soils of the community and classify them. Let each pupil classify all soil on his own farm and make a chart as to the distribution of the different kinds. Discuss the ways in which soil is improved by rotation of crops, fertilizing, plowing, tilling, rolling, etc.

*Roads.*—The importance of good roads; the location of roads. Road drainage. Artificial roads. The road law.

**THIRD QUARTER: Animals.**—What animals are part of the farm enterprise? Why? What relation do they bear to the farming schemes, to the fertility of the land? The relative importance of different kinds of animals. Make observations on feeding.

*Stock-raising.*—Study mixed farming. Make a special study of the general classes of horses, mules, cattle, sheep, hogs and chickens and other domestic fowls. Teach the pupils how to judge stock.

**FOURTH QUARTER: Farming schemes and crops.**—The general lay-out of the farm. Map of the farm, including buildings. The products of the farm studied either in the field or brought into the school room. Ears of corn, grains, fruits and potatoes may be brought into the room and studied. Each pupil should keep record throughout the year of what is done on the farm and condition of the crops.

*Orcharding and gardening.*—The site of the orchard. Propagation of plants. Pruning trees. A study of the home garden and of commercial gardening. In this connection, study the insects that are found in the garden.

*Suggestions.*—It might be well for the pupils to have a good text-book. Former State Superintendent Carrington published a pamphlet known as *The Elements of Agriculture For Public Schools*, which will be sent free to teachers so long as the supply lasts. In this pamphlet reference is made to a large number of bulletins published by the Department of Agriculture, Washington, D. C., which can be had free; also to bulletins issued by the State Board of Agriculture, and by the Missouri Agricultural College, Columbia, Mo.

## LIBRARY AND SUPPLEMENTARY BOOKS.

The following list of five, ten and fifteen cent classics are referred to in the course of study, and should be put into every school. Every child should have the use of one copy and own it if possible. The entire list will cost about \$1.95:

Aesop's Fables, I and II, "Legends of Springtime," Vols. I and II, "Story of the Norsemen," "Story of Columbus," "King of the Golden River," "Story of Franklin," "Story of Lincoln," "Story of Daniel Boone," "Legend of Sleepy Hollow," "Evangeline," "Eli Whitney," "Hiawatha," "Merchant of Venice," "Life of Washington," "Paul Jones," "Audubon," "DeSoto," "Henry Hudson," "Peter the Hermit," "Patrick Henry," "Marquette," "Three Golden Apples," "Lincoln," "Vision of Sir Launfal," "Jefferson," "Madison," "Hamilton," "Silas Marner," "Sketch Book," "Snow Bound," "Pizarro," "Cortez," "Raleigh," "Champlain," "John Smith," "Bacon," "Roger Williams," "Anne Hutchinson," "William Penn," "Lord Baltimore," Thoreau's "Succession of Forest Trees."

The following thirty-two (32) volumes are necessary to the complete carrying out of the rural course of study. Every school district should own them. They are taken from the list of books selected by the State Library Board, and should be bought first. For other books, see "Library List," issued in 1907:

"Hiawatha Primer," Holbrook, 34c; "Robinson Crusoe," DeFoe, 24c; "Ten Boys," Andrews, 42c; "Nature in Verse," Lovejoy, 51c; "Geographical Reader, North America," Carpenter, 49c; "Geographical Reader, South America," Carpenter, 49c; "Geographical Reader, Asia," Carpenter, 49c; "Geographical Reader, Europe," Carpenter, 58c; "Story of the English," Guerber, 54c; "Round the Year in Myth and Song," Holbrook, 50c; "Seven Little Sisters," Andrews, 42c; "Aunt Martha's Corner Cupboard," 24c; "Stories of Pioneer Life," Bass, 34c; "Black Beauty," 20c; "Uncle Robert's Visit to the Farm," 42c; "Four Great Pathfinders," Howard, 40c; "Stories from the Hebrew," 35c; "American Heroes and Heroism," Mowry, 51c; "Tales of a Traveller," Irving, 41c; "Stories of Missouri," Musick, 49c; "Four American Patriots," Burton, 42c; "Twelve Naval Captains," Seawell, 42c; "Fairy Stories and Fables," Baldwin, 29c; "Classic Stories for Little Ones," McMurray, 24c; "Fifty Famous Stories Retold," Baldwin, 29c; "In Mythland," Beckwith, 24c; "Stories of Great Americans for Little Americans," Eggleston, 34c; "Old Stories of the East," Baldwin, 38c; "Stories of Long Ago," Kupfer, 25c; "Pioneer Stories of the Mississippi Valley," McMurray, 34c; "Stories from English History," Blaisdell, 34c; "Homeric Stories for Young Readers," Hall, 34c. Total cost of the 32 volumes, \$12.18.

Send \$14.10 to A. C. McClurg, Chicago, asking for the 32 Vols. and 43 classics recommended in the Missouri Course of Study, and the order will be filled and freight prepaid.

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## COURSES OF STUDY FOR HIGH SCHOOLS AND CONDITIONS FOR APPROVAL.

Under the provisions of the Session Acts of 1903, p. 264 (see School Law, Revised Edition, 1907, pp. 88-89) the State Superintendent of Public Schools is authorized to classify high schools into first, second and third class high schools, and to prescribe minimum courses of study for each class. The law further provides that a first class high school shall maintain a four-years course of standard work in English, mathematics, science and history for a term of at least nine months each year, and that such school must employ at least three approved teachers, devoting their entire time to high school work; that a second class high school must maintain a three-years course, a term of at least nine months, and have at least two approved teachers, devoting their entire time to high school work; that a third class high school must maintain a two-years course, a term of at least eight months, and have at least one teacher, whose entire time is given to the high school department.

The law further prescribes that all work completed in an accredited high school shall be given full credit in requirements for entrance to, and classification in, any educational institution supported in whole or in part by State appropriations.

While this law has been on the statute books since 1903, it has been impossible for the State Superintendent to do as much along this line as was contemplated, because of the lack of office force. The Forty-fourth General Assembly (1907) made an appropriation sufficient to enable him to place two men in the field. It is his purpose to carry out the intention of the law, to encourage and develop as much as lies in his power, the growing high school movement in Missouri.

Every community needs a high school. The boys and girls, who can not have the advantages enjoyed by those able to go away from home to attend schools higher than the grammar school, should be given as good educational advantages as possible in their own school district. That a high school education does increase

the capacity of the pupil can not be disputed. Such education should, if possible, be placed in reach of every boy and girl in Missouri. To this end the State Superintendent hopes that every community will establish and maintain a high school.

The primary purpose of the high school is not to fit the pupil to enter a higher educational institution, any more than the primary purpose of the graded school is to prepare him for entrance to the high school. The entire educational system of Missouri should be a symmetrical whole, each preceding section preparing for the one that follows. It should, nevertheless, be so arranged and developed that every year will give to the pupil something in addition to what he has at the beginning of the term, that will better fit him for life as well as for continued work in school. The work done in an accredited high school should not be thorough in order that it may be "accepted for entrance to and classification in" the higher educational institutions of the State, but it should be accepted by such institutions because it is thorough, and because the pupil graduating from a school doing such work has had two or more years of training which will be valuable to him under any circumstances.

The State Superintendent will, therefore, insist upon strict compliance with the conditions prescribed herein. He will also insist that the actual teaching be satisfactory before a high school be classified, or be continued in the class to which it is now assigned.

The following are the minimum courses of study prescribed for the three classes of high schools. If conditions warrant, boards of directors may offer more than is laid down herein for any class. But at least the requirements prescribed must be met before any school can be classified. It is not necessary that every pupil take all the subjects offered in the high school of any class. It is required that every high school, before being approved, offer all the prescribed subjects, and be well prepared to give instruction in them.

A third class high school must offer eight units; a second class, twelve units; a first class, sixteen units.

By a unit is meant one year's work in a subject, recited five times a week, for a period of not less than 40 minutes.

### REQUIREMENTS FOR THIRD CLASS (TWO YEARS) HIGH SCHOOLS.

English . . . . .	2 units
Mathematics . . . . .	2 units
History . . . . .	1 unit
Science . . . . .	1 unit
Electives . . . . .	2 units

The electives may be two in Latin; one additional in science; one additional in history; one in reviews.

The following sciences may be offered in a third class high school: Physical geography, practical agriculture, general biology, advanced physiology, zoology, botany.

A year's work in physical geography, or one-half year's work in each of any two of the others, will constitute a unit.

If one unit in history is offered, it may be either ancient history or a full year's work in general history. If two units are offered, one unit in ancient history and one in mediaeval and modern history will be required.

If Latin is offered at all, two units must be given.

The unit in reviews may be one-half year's work in each of any two of the following: Grammar, United States history, arithmetic and civil government.



## REQUIREMENTS FOR SECOND CLASS (THREE YEARS) HIGH SCHOOLS.

English . . . . .	3 units
Mathematics . . . . .	2 units
History . . . . .	2 units
Science . . . . .	1 unit
Electives . . . . .	4 units

The electives may be one additional in mathematics; one additional in history; two additional in science; two or three in Latin; two in German; one in reviews; one in pedagogy. If two additional units in science be offered, it is recommended that either physics or chemistry (physics preferred) be selected; but in no case should both be undertaken in a third class high school.

The elective in mathematics must be plane geometry. This will allow two years' work in algebra.

The two units of history required are ancient history and mediaeval and modern history. The elective unit in history may be one year's work in English history, or one year's work in American history; or one-half year's work in American history and one-half year's work in American government.

The unit in reviews same as high schools of the third class.

If Latin or German is offered, at least two years' work must be given.

Commercial arithmetic and book-keeping will constitute a unit in business.

Pedagogy, to be counted as a unit, must be taught by a full course graduate of the Teachers College of the University of Missouri, or of one of the Missouri State Normal Schools, or of a normal school of equal rank; or such teacher must hold a life State certificate, with credit on the special professional subjects.

## REQUIREMENTS FOR FIRST CLASS (FOUR YEARS) HIGH SCHOOLS.

English . . . . .	4 units
Mathematics . . . . .	3 units
History . . . . .	2 units
Science . . . . .	2 units
Electives . . . . .	5 units

The electives may be one additional in mathematics; two additional in history; two additional in science; three or four in Latin; two in German; two in Greek; one in business; one in pedagogy; one in manual training, or domestic science; one in reviews.

After sixteen units, as outlined above, have been offered, other subjects may be added to the course.

Every subject must be studied for an entire year, except in the cases presented in the outlined courses of study.

In addition to time given to study of the text, and to recitations, every pupil in science must give at least three (3) periods a week to laboratory work. In history and literature at least two (2) periods a week must be given to library work, or to the preparation of written reports on work assigned.

Pupils who need reviews can take them with the eighth grade, or special classes may be organized for that purpose.

There are twenty-eight (28) units suggested, and sixteen (16) required in a first class high school, five of them being electives.

Languages, other than English, should not be undertaken for less than two



years. No work in language will be approved in any class high school unless at least two units are given. A course of study containing few subjects pursued throughout the entire high school has many advantages: (1) It gives excellent training, scholarship and discipline in a given subject; (2) it requires fewer teachers or makes a longer course possible with a given teaching corps; (3) it requires less expensive library and laboratory equipment, and promotes thoroughness.

The State Superintendent invites the co-operation of the State University, the Normal Schools and the Colleges in the Missouri College Union in the work of inspecting and classifying the high schools.

Before a school can be approved it must be inspected, and meet the following standards: (1) The buildings and rooms must be adapted to their respective uses; (2) the library must be adequate for reference and for supplementing the work in literature, science and history; (3) the school must have a laboratory well equipped for teaching each science offered; (4) the course of study must meet all of the above requirements; (5) no pupil must be admitted (except conditionally) to the high school unless he has finished, creditably, all the work of the common school course; (6) every teacher must be a graduate of a creditable normal school, college or university, or have a State certificate covering the subjects he or she teaches, and, in addition, must have made special preparation for the work assigned; (7) every teacher's work must stand a satisfactory test of inspection along lines of "interest of pupils" and "development of subjects."

Many difficulties will arise that will render it difficult to make definite classifications of high schools. The classification of a school is based on the number of approved units, not on the number of units offered. If sixteen units can be approved and no pupil be given a certificate of graduation until he has completed these sixteen approved units, the school may then be entered in the first class.

It seems best to approve the work of high schools by subjects; then a school may be given a list of the subjects approved. In this way a comparison is possible, and every school board will know how to improve conditions. The approval of a subject will depend on the equipment and the teacher. Every change in teacher will make a new inspection necessary and lead, possibly, to a reclassification.

Approving subjects when it is impossible to approve the entire school, will result in emphasizing the importance of the teacher and lead to the admission of pupils to schools of higher grade on statements of teachers rather than on diplomas.

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## SUGGESTIVE OUTLINES.

### English.

FIRST YEAR: At least four complete classics should be used as the basis of the first year's work. After thorough study of each as literature, correlate it with the composition and technical work. Make a careful study of words, of figures of speech and of construction as applied to sentences and paragraphs.

First quarter, *The Sketch Book*; second quarter, *Legend of Sleepy Hollow*; third quarter, *The Cotter's Saturday Night*; fourth quarter, *The Fall of the House of Usher*.

Study definition of paragraph and topic sentence. Notice arrangement of paragraphs in selections, and select the topic sentences.

For the purpose of enriching the vocabulary, give special attention to word study. Make a note of all new words found in selections; study their meaning and derivation; give their synonyms and antonyms; notice whether they are long or short, primitive or derivative. Read selections from the Bible and notice the obsolete words.

Study unity, coherence, proportion, climax and ambiguity; study long sentence, short sentence; loose sentence, periodic sentence, balanced sentence. Note different kinds of sentences found in selections.

The following are suggestive questions for writing on any selection studied in the class: In what paragraph is the main incident? How many distinct incidents or episodes in the selection? What is a plot? Has the selection a plot? Do the incidents serve to develop character or plot? Are time and place definitely indicated? If so, where? Name and describe each of the principal characters. Does the selection end too abruptly? Is the end too much drawn out? Pick out the figures of speech.

Study simile, metaphor, personification, synecdoche, metonymy, epithet, apostrophe and allegory. What is gained by use of figures? Make a list of similes and change them to metaphors and vice versa. Change similes to plain language and notice the loss. What is antithesis? Compare it with simile.

Show relation between personification and simile. Notice personifications in some of the selections. Compare metonymy with synecdoche; compare apostrophe and allegory with personification; compare epithet with metaphor.

Pupils should criticise selections that are read in the class. They should be able to tell why they like a paragraph or selection.

SECOND YEAR: The work of the second year should differ from the first in that narration and exposition should take the place of description, and elements of style should be emphasized in the study of rhetoric.

For narration read, first quarter, *The Great Stone Face*; second quarter, *The Gold Bug*, and *Tales of a Wayside Inn*. For exposition, third quarter, Lowell's *Commemoration Ode*, and Emerson's *Compensation*; fourth quarter, Ruskin's *Sesame and Lilies*, and Emerson's *Self-Reliance*.

Style, definition of. Compare style of as many different authors as possible; only a few typical passages are necessary. Compare style of the following: *The Isle of Long Ago*, B. F. Taylor; *Hohenlinden*, Campbell; *A Psalm of Life*, Longfellow; *Young Lochinvar*, Scott; *The Corn Song*, Whittier; *The Battle of Waterloo*, Byron. Try to discover the peculiarity of the style of each; in what does it consist?

Study climax, irony, hyperbole. Find selections, illustrating each. Write original sentences, illustrating each.

Study the paragraph; make a list, from selections studied, of long paragraphs; of short paragraphs; of topic sentences; of connective sentences.

Composition work should receive special attention; as much original composition should be required in this year as in the preceding. Pupils should be cautioned against the slavish use of figures of speech. The chief aim is to make pupils familiar with them, to distinguish them quickly when found, and to use them but sparingly.

Under the head of diction, study purity, propriety and precision. Study the meaning of obsolete words, foreign words, technical words, provincial words, vulgarisms. Compare selections from Bunyan, DeFoe and the Bible, with some from Milton, Pope and Carlyle.

Discuss clearness, strength, unity, obscurity, ambiguity, tautology, redundancy, verbosity. Be able to show what each adds to or detracts from a sentence. Select sentences from authors studied, illustrating these characteristics.

There are expressions in English, used by the best speakers and writers, which can not be translated, word for word, into other languages; often they can not be governed by any rules of grammar. They are idioms. The following are a few examples: "had rather," "as it were," "as follows," "without let or hindrance," "speak loud," "walk fast," "on hands," "cheek by jowl."

There are certain trite sayings which it is well for young writers to avoid.

Following are some of them: "Gorgeous sunset," "balmy weather," "glassy lake," "rippling waves," "velvety turf," "rustling leaves," etc.

**THIRD YEAR:** The third year should be devoted to the study of the *oration* as represented by the masterpieces of Webster and Burke, and of the *drama*, as represented by Shakespeare. Make composition and rhetorical work prominent, and require much collateral reading. For this work good and appropriate references are absolutely necessary. First quarter, Webster's *Reply to Hayne*; second quarter, Burke's *Speech on Conciliation*; third quarter, *Macbeth*; fourth quarter, *Hamlet*.

These should be studied and criticised according to previous suggestions. Pupils should understand that criticism means to judge, hence it is the ability to discover points of excellence as well as faults.

**FOURTH YEAR:** A historic review of literature and literary periods should be given along with a more critical study of poetry. Composition work should be devoted largely to exposition and argumentation.

First quarter, Chaucer's *Prologue to Canterbury Tales*, and Spencer's *Faerie Queene*; second quarter, *Paradise Lost*, two books; third quarter, Dryden's *Alexander's Feast* and Pope's *Essay on Criticism*; fourth quarter, Burns' *The Cotter's Saturday Night*; Goldsmith's *The Deserted Village*, and Tennyson's *The Princess*.

English should constitute one-fourth of every day's work in every high school, hence two units in English are required for a third class high school, three units for a second class, and four for a first class. Three days each week should be given to literature, and the other two to composition and technical work in word-building, word-analysis, grammar and rhetoric.

### Mathematics.

**FIRST HALF-YEAR:** *Algebra*.—Study symbols of relation, of aggregation, algebraic signs, graphic illustration of positive and negative quantities, similar and dissimilar terms, coefficients, monomials, binomials, polynomials, addition, subtraction, multiplication and division.

**SECOND HALF-YEAR:** *Algebra*.—Study factors, H. C. F., L. C. M., fractions, mixed quantities common denominators complex fractions, equations, members of equation, roots of an equation, simultaneous equations, degree of an equation, elimination, exponents, zero exponents, reciprocals, negative exponents, fractional exponents, involution, evolution, radicals.

**THIRD HALF-YEAR:** *Algebra*.—Surds, surds expressed graphically, quadratics, imaginary quantities, inequalities, ratio and proportion. This third half-year should come before geometry. It is not absolutely necessary, however.

**FOURTH HALF-YEAR:** *Algebra*.—Progressions, zero and infinity, indeterminate equations, permutations, binomial theorem, theory of equations, linear equations in two variables. This fourth half-year would better come after plane geometry, but may come before. If it come after, plane geometry should begin in middle of second year and extend to middle of third year.

**PLANE GEOMETRY.**—*First half-year*, three books. *Second half-year*, the remaining books.

**SOLID GEOMETRY:** First half of fourth year.

**TRIGONOMETRY:** Second half of fourth year.

**Note.**—The following is a very satisfactory arrangement of the work in mathematics: Algebra during the first year and the first half of the second year, as outlined; then begin the study of plane geometry, studying the first three books during the second half of the second year, and the remaining books during the first half of the third year; then complete the study of algebra during the last half of the third year. Study solid geometry and trigonometry, as outlined, during the fourth year.



The applications of algebra to geometry should be considered. A pamphlet upon this subject will be sent to any one making application to the Department of Mathematics of the State University, Columbia, Mo.

Some first class high schools will prefer to devote the first year and one-half the second to algebra, then postpone further study of the subject until the beginning of the last half of the fourth year.

### History.

The study of History should develop the conceptions of historical unity and growth, hence history should be continued through several years, one period succeeding another in natural order. The arbitrary selection of periods of history for study and the breaks which occur in the study of closely related periods prevent the pupils from acquiring "the habit of considering what has been when they discuss what is or what should be." In order that this historical mindedness may be developed, it is essential that the study of history should be continuous throughout the secondary school course. The study should begin with General History, to be followed in succession by English History and American History. By General History is not to be understood a one year course. It is expected that at least two years will be given to this subject, the first year being devoted to Ancient History, while in the second year the subject is continued through Mediaeval and Modern History.

**FIRST YEAR:** *Ancient History.*—The first year's work should cover a short study of China, India, Egypt, Assyria, Babylon, Phoenicia, Persia and the Hebrews. Their religion, education and social conditions should be studied and compared. Their contributions to the world's civilization should be carefully noted.

A thorough study should be made of Greece and Rome, making the work as thorough as time and opportunities will possibly permit. Give last half-year almost exclusively to Roman history.

**SECOND YEAR:** *Mediaeval and Modern History.*—This year's work is considered difficult on account of the many changes and transformations that occur. It would be well to make a note of the great institutions that will be studied, some of which are the church, the papacy, monasteries, towns, roads, landed estates, feudalism, crusades, renaissance and the reformation. By noting the changes that were made in these as each country is studied, a certain amount of unity will be observed, which will render the work more intelligible and interesting.

The following topics should receive careful consideration during the year: Migration of Teutonic Tribes, Conversion of the Barbarians, Fusion of the Latin and Teutonic Peoples, Justinian and the Eastern Empire, Mohammed, Charlemagne, Migration of Norsemen, King Alfred, Growth of the Papal Power, Feudalism, Chivalry, William the Conqueror, The Crusades, Peter the Hermit, Richard and Saladin, Decline of the Temporal Power of the Papacy, the Great Schism, The Capture of Constantinople, Growth of Towns, the Revival of Learning, Magna Charta, The Universities, Printing, House of Commons, Chaucer, Wyclif, The Third Estate, Ferdinand and Isabella, The Golden Bull, The Niebelungen Lied, The Renaissance, Savonarola, The Two Periods of Modern History, Columbus, Luther, Jesuits, Charles V, Henry VIII, Elizabeth, The Armada, William of Orange, Richelieu, The Huguenots, The Divine Right of Kings, Louis XIV, The Long Parliament, Cromwell, The Revolution of 1688, Peter the Great, Frederick the Great, The French Revolution, The First Consul, Congress of Vienna, Emancipation of Serfs, Nihilism, The Franco-Prussian War.

**THIRD YEAR:** *English History.*—Study the relation of English history to that of America. Pupils should have access to several good texts on this subject.



Require notes to be made on topics read, and have them discussed in class. Many poems throw light upon history; these should be read and discussed.

**FOURTH YEAR:** *American History or American History and Government.*—Civics should be studied in connection with this branch of history, dealing with constitutional questions as they arise in the course of the year's work. The object is to train for citizenship and for independent thinking. American literature, which illustrates the deep undercurrents of popular feeling and national impulses in all great crises, should receive careful consideration. Poems, orations and copies of original documents should be read and discussed in the class. Secure American History Leaflets, 10 cents each, Lowell & Co., Boston; Old South Leaflets, 5 cents each, D. C. Heath Co., Chicago.

### Science.

**FIRST AND SECOND YEARS:** Elements of Agriculture, Physical Geography, General Biology, Advanced Physiology, Botany and Zoology may be offered for the first and second units in any combination to suit the board and the teacher. (If Physical Geography is offered, it must be one full year's work.) They may be offered as half units or as entire units. Any two may be taken together to constitute a unit, and these units alternated. For small high schools the equipment need not be expensive.

**THIRD AND FOURTH YEARS:** Physics and Chemistry (alternate), Equipment will be more expensive. When a third class high school wishes to offer one science only, and that in the second year, it may be physics if the proper equipment is secured and the teacher is well prepared.

### Latin.

**FIRST YEAR:** The work should include the following: The five declensions; the four conjugations; the demonstrative, interrogative, relative, personal and reflexive pronouns; declension and comparison of adjectives; numerals; formation and comparison of adverbs; ablative of agent, of manner, of specification, of cause, ablative absolute; subjunctive of purpose with *ut* and *ne*, of result with *ut* and *ut non*; the subjunctive in relative clauses; the subjunctive in wishes and appeals; the locative case; complementary case; complementary infinitive; accusative and infinitive; deponent verbs; the irregular verbs, *volo*, *nolo* and *malo*; *cum* clauses; sequence of tenses; periphrastic conjugations; gerund and gerundive.

The following rules should be well understood: The subject of a finite verb; the direct object of a transitive verb; the dative with *sum*; predicate nouns; appositives; time when or within which; extent of time or space; *utor*, *fruor*, *fungor*, *potior*, *vescor* and their compounds; verbs of pleasing, persuading, etc.; verbs compounded with *ad*, *ante*, *con*, *in*, *inter*, *ob*, *post*, *prae*, *pro*, *sub* and *super*; place where; place whither; place whence.

During the first year pupils should build a considerable Latin vocabulary. Note the English words that are derived from the Latin words studied. Compare the Latin structure of sentences with the English. Thoroughness should characterize the first year's work; constant drill is necessary.

**SECOND YEAR:** The work should embrace four books of Caesar's Gallic War. Begin with the second book, leaving the first book until classes are more advanced. The Latin should be read aloud and the translation made into clear, idiomatic English.

The syntax of each word should be understood, the thought fully comprehended. Review conjugation of verbs, declension of nouns, pronouns and adjectives, and the comparison of adjectives and adverbs. Study the life of Caesar, the organization of the Roman army and the Roman art of war. Latin composition once a week.

THIRD YEAR.—Four Orations of Cicero. Composition based on the texts read. Study the life of Cicero, the history of his time and the Roman government. Continue the study of syntax.

FOURTH YEAR.—“A Term in Ovid” and four books of Virgil’s “Aeneid.” Study the life of Virgil; the geographical and mythological subjects connected with the text. Make a study of prosody and give special attention to the reading of poetry.

## REFERENCE BOOKS.

The State of Missouri has a contract with A. C. McClurg & Co., of Chicago, to furnish school libraries, and this company offers to supply high schools in Missouri with the following books at the cash price marked below. All orders of ten dollars (\$10.00) or more will be shipped, freight prepaid, at the prices given. In ordering, give name and price of each book ordered and send check or money order to cover the order. When more than one edition is given, the order should be careful to designate the one ordered with its price. Every room in the high school should be supplied with an International Dictionary, which may be included in the order at \$9.25. Every school should have some standard encyclopedia. Prices range from \$40 to \$100, owing to the edition and binding. It pays in the end to get the best.

## REFERENCES IN ENGLISH.

Every small high school should have the reference books, which can be had for about \$23. In addition to these, a good supply of the standard classics to be studied should belong to the school. Pupils should purchase and own the classics to be critically studied, but the school should supply the classics used to supplement. This will increase the amount about one dollar per pupil. In large high schools, teachers will need some additional references and duplicates of some.

	List Price.	Cash Price.
Meiklejohn—The English language, its grammar, history and literature . . . . .	\$1 20	\$1 08
Whitney—English grammar . . . . .	70	61
Lute—Advanced grammar and composition . . . . .	75	64
Matthews—Parts of speech . . . . .	1 25	1 07
Scott & Denny—Paragraph writing . . . . .	1 00	88
Webster—Composition and literature . . . . .	90	77
Bates—Talks on writing English; 2 volumes:		
Volume 1 . . . . .	1 50	1 00
Volume 2 . . . . .	1 30	1 04
Carpenter—Elements of Rhetoric and English composition . . . . .	1 00	85
Beers—The History of American literature . . . . .	1 00	70
Taine—History of English literature; 1 volume . . . . .	1 40	1 19
Ward—The English poets; 4 volumes . . . . .	4 00	3 40
Winchester—Courses of reading in English literature . . . . .	40	35
Pancoast—Introduction to American literature . . . . .	1 00	85
Pancoast—Introduction to English literature . . . . .	1 25	1 07
Pancoast—Standard English poems . . . . .	1 50	1 28
Newcomer—American literature . . . . .	1 00	86
Newcomer—English literature . . . . .	1 25	1 06
Scudder—Masterpieces of American literature . . . . .	1 00	85

	List Price.	Cash Price.
Scudder—Masterpieces British literature .....	1 00	85
Tappan—History of English and American literature.....	1 20	1 02
Johnson—Elements of literary criticism .....	80	70
Johnson—Forms of English poetry .....	1 00	85
Total .....		\$22 96

### REFERENCES IN HISTORY.

Small high schools may secure the list of books named below under Ancient History and Mediaeval History for about \$33. The entire list, including both English and American History references, may be had for about \$73. Large high schools will need duplicate copies of some of the books, and should spend about \$100 on its references in history.

#### ANCIENT HISTORY.

Botsford—Ancient history for beginners.....	\$1 50	\$1 28
Fowler—The city-state of the Greeks and Romans.....	1 00	85
Marquand & Frothingham—A history of sculpture.....	1 50	1 00
Gayley—Classic myths .....	1 50	1 31
Gibbon—Decline and fall of the Roman Empire; 6 volumes.....	12 00	8 00
Preston & Dodge—Private life of the Romans.....	1 00	85
Bury—The Roman Empire to 180 A. D.....	1 50	1 28
Smith—Rome and Carthage .....	1 00	67
Bryce—Holy Roman Empire—new edition .....	1 50	1 28
Bryce—Another edition .....	75	38
Guerber—Myths of Greece and Rome .....	1 50	1 28
Wolfson—Essentials in Ancient history .....	1 50	1 26
Morey—Outlines Roman history .....	1 00	85
Morey—Outlines Greek history .....	1 00	85
Total .....		\$22 14

#### MEDIAEVAL AND MODERN HISTORY.

Bemont & Monod—Mediaeval Europe, 295-1270.....	\$1 60	\$1 36
Emerton—Introduction to the study of the middle ages.....	1 12	98
Munro—History of the middle ages .....	90	77
Duruy—History of modern times .....	1 60	1 36
Schwill—Modern Europe .....	1 50	1 28
Robinson—Western Europe, two volumes, bound in one.....	1 60	1 37
Robinson—Readings in European history, two volumes.....	3 00	2 53
Harding—Essentials in M. & M. history.....	1 50	1 26
Total .....		\$11 76

#### English History.

Adams & Stephens—Select documents of English constitutional history .....	\$2 25	\$1 92
Gardiner—A student's history of England, 1 Vol.....	3 00	2 25
Gardiner—In 3 volumes .....	3 60	3 06
McCarthy—History of our town times to 1897, 3 volumes.....	3 75	2 50

	List Price.	Cash Price.
McCarthy—To 1880, 2 volumes .....	2 00	95
Montague—The elements of English constitutional history.....	1 25	84
Rolfe—Tales from chivalry .....	50	43
Rolfe—Tales from English history .....	50	43
Rolfe—Tales from Scottish history.....	50	43
Coman & Kendall—A history of England for high schools.....	1 25	1 07
Walker—Essentials in English history.....	1 50	1 26
Total . . . . .		\$15 14

#### American History.

Channing & Hart—Guide to the study of American history.....	\$2 00	\$1 75
Channing & Hart—The Federalist . . . . .	1 75	1 49
Andrews—American history, 2 volumes.....	4 00	2 67
Fiske—American history . . . . .	1 00	85
Montgomery—American history . . . . .	1 00	88
McLaughlin—American history . . . . .	1 40	1 19
Channing—American history . . . . .	1 50	1 28
Fiske—The beginning of New England .....	2 00	1 34
Fiske—Critical period of American history.....	2 00	1 34
Thwait—The Colonials . . . . .	1 25	94
Wilson—Division and reunion . . . . .	1 25	94
Hart—Formation of the union .....	1 25	94
Hart—Essentials in American history .....	1 50	1 26
Total . . . . .		\$16 87

#### Maps.

MacCouns Ancient and Classical map.....	\$15 00	\$13 80
MacCouns Mediaeval and Modern map .....	15 00	13 80
MacCouns United States map .....	15 00	13 80
Total . . . . .		\$41 40

#### REFERENCES IN SCIENCE.

In addition to the laboratory equipment, there should be a few good reference books. The following have been selected with care:

##### Physical Geography and Agriculture.

Tarr & McMurry—Complete geography .....	\$1 00	\$0 85
Dryer—Lessons in physical geography .....	1 20	1 02
Davis—Physical geography . . . . .	1 25	1 09
National—Geographic monographs . . . . .	2 50	2 13
Jackson and Daugherty's Agriculture .....	1 50	1 30

Bulletins (free) issued by the Department of Agriculture, Washington, D. C., and the University of Missouri.

Bulletin (free) Agriculture for public schools, State Superintendent Public Schools.

Brigham—Text book of Geology .....	\$1 40	\$1 20
Fairbanks—Practical physiography . . . . .	1 50	1 25
Dana—Geological stories . . . . .	1 15	96



	List Price.	Cash Price.
LeConte—Compend of geology . . . . .	1 20	1 02
Bailey—Plant breeding . . . . .	1 25	1 05
Bailey—Principles of fruit growing . . . . .	1 25	83
Bailey—Principles of vegetable gardening . . . . .	1 25	83
Hall—The soil . . . . .	1 25	1 06
Green—Principles American Forestry . . . . .	1 50	1 18
Total . . . . .		\$17 42

### Botany and Zoology.

Sedwick & Wilson—Biology . . . . .	\$1 75	\$1 49
Packard—Entomology for beginners . . . . .	1 40	1 19
Colton—Descriptive and practical zoology . . . . .	1 50	1 35
Bailey—Elementary text book of botany . . . . .	1 10	86
Bailey—Lessons with plants . . . . .	1 10	86
Bessey—Botany, advanced course . . . . .	2 20	1 87
Bessey—Briefer course . . . . .	1 12	95
Lubbock—Flowers, fruit and leaves . . . . .	1 25	84
Andrews—All the year round . . . . .	1 00	85
Benton—The Honey Bee, U. S. Dept. of Agric. Bulletin No. 1, free.		
Riley—Directions for collecting and preserving insects. Smithsonian Institution, Washington, D. C., 1892. No price found for it.		
Herbert Spencer—Principles biology . . . . .	4 00	2 65
Morley—Song of Life . . . . .	1 25	75
Huxley—Discourses on Biology and Geology . . . . .	1 25	83
Gaye—The Great World's Farm . . . . .	50	45
Gibson—Blossoms, Hosts and Insect Guests . . . . .	80	72
Total . . . . .		\$15 66

### Physics.

Carhart & Chute—High school physics . . . . .	\$1 25	\$1 05
Ayres—Laboratory exercises in physics . . . . .	60	51
Stewart & Gee—Lessons in elementary practical physics, volume 1 . . . . .	1 50	1 28
Watson—Text book in physics . . . . .	3 50	2 63
Miller—Laboratory manual . . . . .	2 00	1 75
Ames—Theory of physics . . . . .	1 60	1 37
Hopkins—Experimental science 2 volumes . . . . .	5 00	3 50
Nichols—Elements of physics 3 volumes . . . . .	5 30	4 50
Perry—Applied mechanics . . . . .	2 50	2 20
Total . . . . .		\$18 79

### Chemistry.

Jones—Modern Theory of Chemistry . . . . .	\$1 00	
Muir—A Treatise on Principles of Chemistry . . . . .	4 00	
Walker—Introduction to Physical Chemistry . . . . .	3 00	
Fresenius—Manual of Qualitative Analysis . . . . .	5 00	
Fresenius—Quantitative Chemical Analysis, 2 volumes . . . . .	12 50	
Cohen—Organic Chemistry . . . . .	80	
Remsen—Inorganic Chemistry . . . . .	2 80	
Total . . . . .		\$29 10

## PHYSICAL GEOGRAPHY AND AGRICULTURE.

Every high school offering a two-year course should arrange for the teaching of one of these sciences. Local conditions will determine which should be taught.

On account of the close relationship of these subjects, the same apparatus may be used to a large extent. It is possible to do some good science work with inexpensive apparatus. Schools should do the best they can in this direction; thirty or forty dollars wisely spent annually for three years will put a school in fair condition for teaching these subjects. If possible, fifty dollars should be used the first year and twenty-five added for each of the next two or three years.

Every school should have the following list of apparatus:

(1) Small globe, painted black, to illustrate zones, parallels, meridians, etc.; (2) A large globe, well mounted; (3) Dividers; (4) Lamp for generating heat (alcohol); (5) Candles; (6) Balls and twine for pendulum; (7) Glass tubing, mercury, bowl; (8) Meter and yard sticks; (9) Ring stand, funnel, clamp; (10) Balances; (11) Scales; (12) Glass tumblers and buckets (can be purchased at home); (13) Moulding board, sand, clay; (14) Large map of each continent (these may be used in other grades); (15) Maximum and minimum thermometers; (16) Barometer; (17) Rain gauge; (18) Hygrometer; (19) Centigrade and Fahrenheit thermometers; (20) Hand made models in pulp, putty or clay, of volcanoes, waterfalls, land divides, etc.; (21) Hand made models in the following: Quartz, feldspar, mica, hornblende, granite, syenite, limestone, gypsum; specimens of different kinds of coal, lead, zinc, copper and iron ores; (22) A collection of seeds, woods, nuts, burs, pods, grasses, native plants and insects; (23) A garden spot and tools. The garden should be near the school; in some cases its use may be donated to the school, in others, it will have to be rented; a part of the crop may be given as rent. Tools will usually be donated or loaned by pupils. The actual work of gardening should be attempted. House gardening should be carried on in connection with both nature study and agriculture.

Each pupil should have hard and soft pencils, a set of colored pencils, a good protractor, a good ruler and a pair of compasses.

Teachers and pupils should have for reference several good physical geographies.

The government issues a number of publications, many of which will be found very helpful to teachers. The following list is recommended; most of them are free; the price is given when it is known:

Daily weather maps, Chief Weather Bureau, Washington, D. C. (may be had in Kansas City or St. Louis).

Maps, form D. D., showing weather bureau stations, Weather Bureau, Washington.

Rainfall and Snow, Herrington, Bulletin C., Weather Bureau, Washington, D. C.

Climatic Charts of U. S., Weather Bureau, Washington, D. C.

Deep Sea Exploration, Tanner, U. S. Fish Commissioner, Washington, D. C.

Deep Sea Sounding and Dredging, Sigsbee, Washington, D. C.

The Gulf Stream, Phillipsbury, U. S. Coast Survey, Washington, D. C.

Tide Tables, 25 cents, U. S. Coast Survey, Washington, D. C.

Glaciers of the U. S., Fifth Annual U. S. Geological Survey, Washington, D. C.

Features of Lake Shores, Fifth Annual U. S. Geological Survey, Washington, D. C.

Origin and Nature of Soils, Twelfth U. S. Geological Survey, Washington, D. C.

Natural History of Harbors, Thirteenth U. S. Geological Survey, Washington, D. C.

Maps of the Alluvial Valley of the Mississippi; eight sheets, \$1.00 per set. Apply to Secretary Mississippi River Commission, St. Louis, Mo.

Folio No. 2, containing A Coast Swamp, A Graded River, An Overloaded Stream, Ozark Ridges, Ozark Plateau, Hogbacks, Volcanic Placks, Plateaus and Mountains, Alluvial Cones, A Crater, Price will be furnished upon application to Directors of U. S. Geological Survey, Washington, D. C.

Bulletin No. 34, "Climate, Its Physical Basis and Controlling Factors," Weather Bureau, Washington, D. C.

State Superintendent Carrington issued a bulletin on The Teaching of Agriculture in Public Schools. This will be found helpful to both teacher and pupil, and will be sent free, upon application until the supply is exhausted. Bulletins issued by the Agriculture College, Columbia, Mo., and by the Department of Agriculture, Washington, D. C., will be sent free upon application to those departments.

Teachers should have access to several good texts on agriculture. The bulletin issued by the State Department makes valuable suggestions in regard to experiments and inexpensive apparatus.

"Field and Laboratory Exercises in Physical Geography," by James F. Chamberlain, American Book Company, is recommended as a *note book* on physical geography.

"A Laboratory Manual in Physical Geography," by Frank W. Darling, Atkinson, Menter and Grover, is excellent.

"Practical Physiography," by Fairbanks, Allyn and Bacon, is a practical, concrete treatment of the subject.

### Botany and Zoology.

A laboratory equipment for twelve pupils working six at a time.

Of course these prices will fluctuate.

	Cost.
Two compound microscopes, from \$20 to \$30 apiece.....	\$50 00
One laboratory table, with drawers, 96 inches long, 36 inches wide, 29 inches high, heavy white pine, oiled top.....	10 00
Six pairs scissors, fine .....	3 00
Six scalpels .....	1 50
Six forceps, medium fine, straight points.....	2 40
Twelve dissecting needles .....	50
Three section razors. ....	3 00
Six dissecting lenses, one inch focus.....	6 00
One balance with weights .....	4 25
Two gross glass slides, 3x1 inches.....	2 00
Four ounces cover glasses, 3-4 inch square.....	3 20
Twelve Syracuse watch glasses.....	62
Twelve pipettes with rubber bulbs.....	38
Two pounds glass tubing, assorted sizes.....	1 50
One lot large flat dishes, glass or porcelain.....	
Twenty-four Mason's fruit jars, quart.....	2 00
Twenty-four test tubes .....	38
One lot guarded bristles .....	
One galvanized iron waste can, with cover.....	1 25
	<hr/>
	\$92 60
Regents and Chemicals (as needed) .....	8 00
	<hr/>
	\$100 60

## Physics.

The equipment will vary slightly with the manual used. The competent teacher may be given much freedom in the selection of apparatus. In general *buy no expensive pieces of apparatus*, but give your teacher tools and materials instead.

Minimum equipment for a class of twelve pupils, six working at one time.

## Mechanics and Properties of Matter.

	Cost.
Six 30 cm. rulers . . . . .	\$0 66
One pound annealed iron wire, No. 24, B. & S. gauge, on spool. . . . .	20
One-half pound spring brass wire, No. 27, B. & S. gauge, on spool. . . . .	50
One pound spring brass wire, No. 24, B. & S. gauge, on spool. . . . .	80
One-half pound naked copper wire, No. 33, B. & S. gauge. . . . .	90
Three eight ounce spring balances, graduated in both English and Metric units with flat backs . . . . .	2 25
Three sixty-four ounce spring balances, graduated in both English and Metric units, with flat backs . . . . .	1 35
One thirty pound English and Metric spring balance (Chattillion) with index for horizontal reading, flat back. . . . .	1 70
Two balance spools . . . . .	18
Two fastening spools . . . . .	10
Two guard blocks . . . . .	52
Six white pine rods, straight grained, 41x1-2x1-2 inches. . . . .	42
Six white pine rods, straight grained, 41x1x1-2 inches. . . . .	54
One set iron weights, 2000 grams to 5 grams . . . . .	1 87
Two sets iron weights, 500 to 5 grams . . . . .	2 50
Three pairs scale pans . . . . .	66
Four mounted upright 10cm. scales, divided in mm. . . . .	60
Six hardwood prisms . . . . .	48
Steel bicycle balls 1-4 and 3-8 inches diameter. . . . .	20
Two brass pulleys, single wheel . . . . .	44
One steel rule 20 cm. long graduated in mm. . . . .	1 00
Two brass pulleys, two wheels . . . . .	98
One Micrometer caliper, metric. . . . .	2 00
One Vernier caliper, metric . . . . .	2 00
Three metal cylinders, iron, brass and aluminum, about 25 mm. long, 10 mm. diameter for density determination . . . . .	30
Two smooth pine boards, 6x24 inches, for friction. . . . .	80
Two seven-inch hand screw clamps. . . . .	50
Three water proof cherry blocks, 3x3x1½ inches. . . . .	45
One platform balance, Harvard trip . . . . .	6 00
One set weights, 300 to 1 gram. . . . .	2 47
One set weights, 0.01 to 1 gram . . . . .	37
Five waterproof loaded rectangular blocks. . . . .	1 10
One pound sulphur rolls . . . . .	10
Six lead sinkers . . . . .	54
Five round waterproof rods, 8x1-2 inches. . . . .	25
Four specific gravity bottles, 50 cm., approximately. . . . .	2 20
Three glass U shaped tubes, closed at one end for Boyles law. . . . .	2 25
Two Y tubes of lead . . . . .	44
Three pounds mercury . . . . .	2 40
Six small glass tumblers . . . . .	24



## Cost.

Six glass tubes, 50 cm. long, 3-16 inside diameter.....	10
Six screw pinchcocks . . . . .	90
Six feet rubber tubing, 3-8 inch diameter.....	50
Two bottles, 2 liter capacity with stoppers (rubber) 1 hole.....	50
One condensing and exhausting pump (if a better is not available).....	3 75
Two pounds paraffin . . . . .	30
One barometer tube, 80 cm. long, 5 mm. bore, closed at one end.....	30
One Nicholson's hydrometer . . . . .	1 85
One jar for hydrometer . . . . .	67
Two boards for composition of forces.....	2 24
Twelve small marbles . . . . .	15
Two cars for inclined plane . . . . .	2 00
Two pulleys for same . . . . .	1 50
Four iron balls 20 mm. in diameter for pendulums.....	30
One pair of ivory balls, 50 grams and 150 grams.....	3 00
Total for Mechanics . . . . .	<hr/> \$84 72

## Heat.

Six flasks, 100 cm. . . . .	\$0 48
Three air thermometer tubes, 2 inch bulb.....	57
Six thermometers, 110 to 10 C.....	3 96
One Linear expansion apparatus . . . . .	1 70
Five pounds shot, No. 6.....	55
Four calorimeters, polished, nickle plated.....	1 80
One Harvard apparatus, A, new style, low form.....	2 25
One pound heavy walled glass tubing, 1 mm. internal diameter.....	75
Three iron supports, 2 rings each.....	1 00
Three sheets brass wire gauze, 4x4 inches.....	24
One hundred grams pure paraffin for melting-point determination.....	10
Two nests beakers, No. 1-3.....	64
Three florence flasks, 12-ounce . . . . .	42
Three florence flasks, 16-ounce . . . . .	51
Three florence flasks, 8-ounce . . . . .	32
Total for Heat . . . . .	<hr/> \$15 66

## Sound.

One Sonometer with pulley for weights, 2 strings.....	\$5 40
One Annealed glass resonance tube, open at both ends, about 2.5 cm. diameter and 80 cm. long, with sliding rod and piston.....	1 50
One tuning fork, C. 128.....	1 87
One tuning fork, C. 256.....	1 12
One tuning fork, C. 426.....	1 12
One tuning fork, C. 512.....	94
Total for Sound . . . . .	<hr/> \$11 95

## Light.

One box to illustrate formation of images.....	\$0 52
Six plane mirrors, 4x15 cm., or 2x6 inches.....	90
Three double convex lenses, 10 cm. focus.....	21

	Cost.
Three lens supporting blocks with brass springs.....	57
Three pair screen and pin supports.....	66
Three Walter Smith school squares, med.....	22
One convex mirror of brass, nickle plated .....	45
Three triangular glass prisms, 4 inches long.....	90
Two pieces heavy plated glass for refraction.....	52
Two pounds paraffin candles, twelve.....	30

Total for Light . . . . . \$6 50

### Magnetism and Electricity.

One pound iron filings .....	\$0 15
Twenty-five steel knitting needles .....	25
Five bar magnets, 6x7-16x7-16 inch, approximately.....	1 50
Three compasses, 1 and 9-16 inch diameter, needle 3 cm. long.....	66
Three square feet heavy zinc sheet, 1-16 inch thick, est. wt. 7 1-4 lbs.....	1 45
One galvanoscope, complete . . . . .	1 50
Six lead strips, 1x10 cm. with wire.....	60
Two square feet sheet copper, .02 inch thick, est. wt. 3-64 pounds.....	1 09
Five glass battery jars, 4x5 inches.....	75
Six porous cups, 5x10 cm.....	90
Two commutators . . . . .	1 12
Six double connectors, brass .....	70
One-fourth pound copper wire, No. 30, D. C. C.....	40
One pound copper wire, No. 20, D. C. C.....	55
One-fourth German silver wire, No. 24, D. C. C.....	46
Nine pounds commercial sulphuric acid, and G. S. B.....	70
One slide wire wheatstone bridge.....	2 80
One set of eight resistance spools after Hall.....	3 00
Three gravity cells, 6x8, complete .....	2 82
Five pound copper sulphate .....	40
One resistance box, .1 to 40 ohms.....	7 50
One tangent galvanometer .....	6 75
Five empty spools for making resistance coils .....	50

Total for Electricity . . . . . \$37 65

### Equipment That May Be Bought at Home.

Two dozen hat pins . . . . .	\$0 24
Beeswax . . . . .	25
Resin . . . . .	25
One ball strong cord, cotton .....	10
Fish line cord . . . . .	10
White thread, Nos. 40 and 20.....	10
Two sticks red sealing wax.....	10
Iron wood-screws .....	10
Five quires newspaper, not printed.....	10
One package carpet tacks .....	05
One claw hammer weighing one pound.....	75
One tinner's shears . . . . .	1 25
One carpenter's square . . . . .	1 00
One spirit level . . . . .	1 50

	Cost.
One small soldering copper and solder .....	50
One small saw .....	75
One screw driver .....	25
Two boards 8 feet long 1 1-4x6 inches, smooth for inclined plane.....	1 00
Wooden frame for Boyle's law apparatus .....	1 50
Tables, chairs and shelves .....	25 00
Total equipment for Physics .....	\$190 00

### Chemistry.

A laboratory equipment for eight pupils working at one time.

#### Fixtures and Permanent Equipment.

Two tables, 7 feet long, 3 feet 6 inches broad and 3 feet high, from \$10 to..	\$20 00
One wall sink with sewer connection, gas and water pipes with fittings, about.	19 00
If gas and water are not obtainable, substitute 4 ten gallon galvanized iron tanks, two with covers and faucets to hold water and two without covers and faucets to hold waste water.....	6 00
One wall shelf for small bottles.....	1 00
Ten 2-liter stock bottles with glass stoppers .....	2 50
Twenty-six 1-2-liter reagent bottles for tables.....	4 85
Twelve 8-ounce glass stoppered bottles ("German tinctures") for side reagents .....	1 50
Three dozen 4-ounce wide mouthed flint glass bottles for solids (side reagents .....	1 00
Two earthenware slop jars .....	50
One 6-inch mortar .....	80
Two 6-inch funnels .....	50

#### Apparatus More or Less Permanent.

Nine nests of beakers, 2-12, 4 and 7 ounce, plain Bohemian.....	\$3 15
Nine blowpipes, jeweler's, 8 inch .....	90
Three dozen flint glass wide mouthed bottles, 4 ounce.....	1 00
Nine flint glass wide mouthed bottles, 16 ounce.....	75
Eight Bunsen burners with air regulator.....	3 30
(Alcohol lamps cost approximately the same as Bunsen Burners.)	
Eight dozen corks, 7-8 inch .....	90
Four dozen corks, 11-16 inch .....	80
Twelve dozen corks, assorted .....	1 00
Eighteen nests of Hessian crucibles "threes".....	72
Two dozen 1 1-4 inch porcelain crucibles.....	3 35
Two 25 C. C. graduated cylinders.....	80
One dozen German porcelain evaporating dishes, each diameter 2 1-2 and 3 1-2 inch .....	2 80
Eight lead dishes, 2 inch .....	1 60
Nine round files, 3 inch .....	90
Nine three cornered files, 3 inch.....	1 05
Nine packages of filter paper, 4 inch.....	1 15
Nine flasks, best Bohemian, 4 ounce.....	90
Nine flasks, best Bohemian, 8 ounce .....	1 15
Nine flasks, best Bohemian, 16 ounce .....	1 50

	Cost.
Nine pairs steel forceps, 5 inch.....	1 30
One dozen German glass funnels, 2 1-2 inch.....	1 20
Nine gas bottles, 8 ounce .....	1 40
Nine rubber stoppers, two holes, to fit gas bottles.....	75
Five pound glass tubing, 1-8 and 3-16 inch bore.....	2 00
Two pounds glass rods, 1-8 inch diameter.....	80
Two quires test paper, litmus and turmeric.....	1 20
Four horse shoe magnets, 2 inch.....	30
Two mortars, 2 1-2 inch .....	50
Two feet platinum wire .....	1 00
Nine 2-ounce retorts with stoppers, best Bohemian.....	1 35
Twenty-four feet 1-4 inch bore rubber hose.....	1 85
Twenty-four feet 3-16 inch bore rubber hose.....	1 25
Eighteen tin sand baths, 5 inch.....	80
One hand scale, 6 inch beam .....	1 50
Four sets weights, 0.1 gram to 20 grams.....	2 80
Nine test tube racks .....	2 70
Eighteen dozen test tubes, 6 inches by 5-8 inch.....	4 00
Three dozen watch glasses, 2 inch.....	60
One Coddington lens .....	1 25
Eighteen squares blue grass .....	50
Twenty-four hard glass test tubes, 6 inch.....	2 00
Nine lamp tips .....	90
Four filtering stands, 1 arm, 2 holes.....	2 00
Two dozen iron wire triangles .....	80
Eight pneumatic troughs, made by fitting half gallon or gallon crocks with metal shelf .....	2 00
Eight retort stands .....	4 00
One package filter paper, 10 inch .....	25
Eighteen test tube brushes .....	1 15

### Chemicals.

Three pounds acid acetic, pure .....	\$0 45
One pound acid arsenious, powdered .....	10
Ten pounds hydrochloric acid .....	1 00
Five pounds acid nitric .....	50
One pound acid oxalic, commercial .....	12
Eighteen pounds acid sulphuric .....	90
One pound acid tartaric .....	35
Two pounds alcohol .....	1 00
Three pounds alum .....	30
Three pounds ammonium chloride, purified.....	45
Eight pounds ammonium hydroxide, 26 degrees B.....	1 02
Three pounds ammonia nitrate (granular).....	84
One pound antimony, metal, powdered .....	40
One pound antimony and potassium tartrate.....	50
Two pounds barium chloride, c. p.....	50
Two pounds calcium chloride, fused.....	60
Two pounds calcium sulphate (gypsum).....	20
Two pounds carbon disulphide .....	44
Two pounds animal charcoal .....	45



	Cost.
Two pounds copper foil . . . . .	1 20
Four pounds copper sulphate (blue vitriol) . . . . .	40
One pound copper oxide, fine . . . . .	1 40
Two pounds fluor spar, powdered . . . . .	25
One-fourth pound indigo . . . . .	50
Two ounces iodine . . . . .	60
Two pounds iron filings, fine . . . . .	20
Five pounds iron sulphide, sticks . . . . .	75
Five pounds iron sulphate (copperas) . . . . .	15
Two pounds lead, sheet . . . . .	30
Three pounds lead acetate . . . . .	54
Two pounds lead nitrate . . . . .	40
One pound lead peroxide . . . . .	50
Two pounds lead sesquioxide . . . . .	20
One-half pound litmus . . . . .	30
Five grams magnesium ribbon . . . . .	50
Five pounds manganese dioxide (granular) . . . . .	50
One pound mercuric oxide, red . . . . .	1 10
Two pounds paraffin . . . . .	40
One-half pound phosphorus, yellow sticks . . . . .	60
Five grams potassium, metal . . . . .	75
One-half pound potassium bromide . . . . .	50
Three pounds potassium carbonate . . . . .	30
Three pounds potassium nitrate, purified . . . . .	36
Three pounds potassium chlorite, crystalized . . . . .	66
Three pounds potassium bichromate . . . . .	66
One pound potassium ferrocyanide . . . . .	35
Two pounds potassium hydroxide, sticks . . . . .	1 00
Four ounces potassium iodine, purified . . . . .	1 00
One pound potassium permanganate, crystalized . . . . .	30
One-half pound sodium, metal . . . . .	1 25
One pound sodium acetate . . . . .	32
Five pounds sodium bicarbonate . . . . .	35
Five pounds sodium carbonate (soda ash) . . . . .	50
Three pounds sodium tetraborate (borax) . . . . .	42
Two pounds sodium phosphate, crystalized . . . . .	45
Seven pounds sodium hydroxide . . . . .	84
Three pounds sodium nitrate . . . . .	30
Five pounds sodium sulphate . . . . .	15
Five pounds sulphur, roll . . . . .	20
One pound tin, granulated . . . . .	45
Four pounds zinc, granulated . . . . .	80
Two pounds zinc sulphate . . . . .	20
Total, about . . . . .	\$150 00

# REVISED LIST OF MISSOURI LIBRARY BOOKS.

1907.

SELECTED BY THE STATE LIBRARY BOARD, FROM WHICH THE  
FIRST ONE HUNDRED VOLUMES IN PUBLIC SCHOOL  
LIBRARIES MUST BE SELECTED.

## State Library Board.

H. A. GASS, Pres.....	State Supt. of Public Schools
J. U. WHITE, Sec'y .....	City Supt. of Brookfield Schools
J. A. WHITEFORD .....	City Supt. of St. Joseph Schools
F. D. THARPE .....	Asst. Supt. of Kansas City Schools
J. M. GWINN .....	Prof. of Pedagogy, Warrensburg Normal

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## SCHOOL LIBRARY LAW.

Section 1. Library Board Created.—There is hereby created a State Library Board to consist of five members, four of whom shall be appointed by the State Board of Education to serve for four years until their successors are appointed. The State Superintendent of Schools shall be a member and ex-officio chairman.

Sec. 2. Board Shall Select, Classify and Recommend Books.—The State Library Board shall select, classify and recommend a list of suitable books for school libraries, supplementary reading and school reference books. Said list shall contain not less than forty suitable books to supplement the regular school room work in each of the following lines: Reading, literature, history, geography and nature study, or practical agriculture. They shall enter into contract with the publishers of the selected books to furnish them, transportation charges prepaid, at the lowest possible cost to the districts: Provided, that said list may be revised every two years by said Board. It shall be the duty of the State Superintendent of Public Schools to publish and distribute to the district clerks of the State a classified list of selected books, setting forth contract prices of each.

Sec. 3. School Boards to Set Aside Funds to Purchase Books.—For the purpose of purchasing school libraries, supplementary and reference books, district boards of directors shall set aside, out of the levy made for incidental purposes, not less than five nor more than twenty cents per pupil enumerated in the district each year, which shall be spent under the direction of the Board in purchasing books from the list selected: Provided, that books other than those selected may be purchased after one hundred volumes have been purchased from the selected list of library books.

## COMMENTS BY STATE SUPERINTENDENT.

The State Library Board, as constituted by section 1, and as given above, has selected the list of books contained herein.

It remains for the school boards to provide for the books. If the incidental fund will not stand a draft of ten dollars for the library, some steps should be taken to raise at least that much immediately for that purpose.

Do not think of ordering less than ten dollars' worth. The contractor does not agree to furnish an order for less than that amount and prepay transportation.

Every county board of education and every county superintendent should constitute a county library board, and so far as practicable all school boards and teachers should consult with them and get them to make the orders. If not made by some member of the county board of education, the order must be sent in the name of the district.

Four "Ten Dollar Libraries" are given, Nos. I and II, have been selected with great care with the view of supplementing the regular school room work.

School boards should make a good strong box book-case. It should be provided with shelves, a lid with hinges and a good lock and key. At the close of the school term, the box and books should be taken to the home of one of the directors for safe keeping. It would be much better if a permanent book-case could be made in the walls of the school house when it is constructed.

It may be objected that ten dollars will not buy many books, and that so few books will do little good. Try it. Ten dollars a year is better than waiting to raise twenty-five dollars. Teachers and pupils will learn to appreciate a few books faster than if the list is too large. Experience with few books will insure wiser purchases later. I would advise districts to make as large orders as possible, but insist that small orders be made now rather than wait for more.

This law in no wise interferes with the right of directors in cities and towns to provide public libraries, nor does it take the place of the law authorizing annual meeting to vote a library tax. A district may do both—vote at annual meeting to levy library tax and board may set aside a small amount out of the incidental fund.

There are so many excellent uses a school library may serve, that they will not be enumerated here. Books should be selected for the children, but many patrons will be deeply interested in these books. Use the books more in the school than in the home.

Schools should buy small dictionaries until well supplied with other books. Webster's Collegiate will answer all ordinary purposes. Too many schools invest their money in expensive encyclopedias and unabridged dictionaries.

## EXPLANATORY.

Having made the lowest bid for supplying books for school libraries, and agreeing to prepay books to the nearest railroad station on every order amounting to \$10.00 or more, thus saving all cost of transportation, the firm of A. C. McClurg & Company of Chicago has been awarded the contract for a term of two years, ending September 1, 1909. This company will at all times have on hand a full stock of books, from which all orders will be promptly filled at the prices given in this list. Orders for less than \$10.00 will be filled at net prices, but transportation will not be prepaid.

Books may be ordered by inserting in the blank form below the special list or supplementary list, or lists desired. In the event other books than those so listed are desired, they may be ordered by number. The classics should be named and bought by the dozen. Order books from a series, by number.

# FORM OF ORDER.

To A. C. McClurg & Company, 215-221, Wabash Ave., Chicago, Ill.:

Enclosed please find draft, P. O. order, or express order for \$..... for payment of library books for district No. .... of ..... County, Missouri.

Catalogue or List No. .... Price to District.

.....  
 .....  
 .....

It is hereby certified that this list has been officially selected from the list prepared by the State Library Board.

Dated . .... Signed .....

Member of County Board or District Clerk.

Ship books to ..... (Name) ..... (Place) .....

Cash must accompany all orders. Districts should not buy books till money is provided.

All orders for five and ten-cent classics may be made of "Educational Publishing Co., Chicago," at 28 per cent discount.

## TEN DOLLAR LIBRARY NUMBER I.

NOTE.—Numbers refer to list of library books.

	Cost.
23 Hiawatha Primer. Holbrook .....	\$0 34
11 Classic Stories for Little Ones, McMurray.....	24
18 Fifty Famous Stories Retold, Baldwin.....	29
138 Nature in Verse, Lovejoy.....	51
271 Geographical Reader, North America, Carpenter.....	49
270 Geographical Reader, Europe, Carpenter.....	58
152 Robinson Crusoe, Defoe . ....	24
709 Ten Boys, Andrews . ....	42
42 Round the Year in Myth and Song, Holbrook.....	50
74 Aunt Martha's Corner Cupboard, Kirby .....	24
110 Hiawatha, The Indian, Bocher .....	24
264 Four Great Pathfinders, Howard.....	40
684 Story from the Hebrew, Heermanns.....	35
707 Tales of a Traveller, Irving .....	32
691 Stories of Missouri, Musick.....	49
17 Fairy Stories and Fables, Baldwin.....	29
165 Stories of Great Americans for Little Americans, Eggleston.....	34
450 Stories of Long Ago, Kupfer.....	25
417 Pioneer History Stories, McMurray.....	34
175 Stories of the Three Americas.....	40
14 Eskimo Stories, Smith. . ....	29
62 The Tree Dwellers, Dopp. ....	38
178 Story of Akimakoor, An African Boy, Miller .....	28
181 Story of Ulysses, Cook . ....	32
192 Ways of Wood Folk, Long.....	42
294 The Hoosier School Boy, Eggleston .....	42
89 Classic Myths, Judd. . ....	29
197 Wings and Stings, Dalton . ....	33

Total for 28 Vols.....\$10 00



## TEN DOLLAR LIBRARY NUMBER II.

	Cost.
116 In Mythland, Vol. II, Beckwith.....	\$0 24
22 Grimm Fairy Tales, Part I, Wiltse.....	29
29 Little People of Japan, Muller .....	32
52 Stories for Children, Lane.....	21
61 Tales of Ancient Hebrews, Herbst.....	28
272 Geographical Reader, South America, Carpenter.....	49
268 Geographical Reader, Asia, Carpenter.....	49
698 Story of the English, Guerber.....	54
156 Seven Little Sisters, Andrews .....	42
174 Stories of Pioneer Life, Bass.....	34
484 Uncle Roberts' Visit, Parker & Helm.....	42
583 Hans Brinker, Dodge .....	40
206 American Heroes and Heroism, Mowry.....	51
263 Four American Patriots, Burton .....	42
719 Twelve Naval Captains, Seawell .....	42
442 Stories of Bird Life, Pearson.....	54
409 Old Stories of the East, Baldwin.....	38
438 Stories From English History, Blaisdell.....	34
112 Homeric Stories for Young Readers, Hall.....	34
57 Stories of Red Children, Brooks.....	24
129 Little Lucy's Wonderful Globe, Yonge.....	28
133 Lolami, The Cliff Dweller, Bayliss.....	40
312 King of the Golden River, Ruskin.....	22
141 Old Mother Earth, Simpson .....	27
468 The Strike at Shane's .....	24
245 Eugene Field Book, Burt .....	42
702 Story of the Thirteen Colonies, Guerber.....	54
Total for 27 Vols.....	\$10 00

## SPECIAL TEN DOLLAR LIBRARY NUMBER III.

38 The Overall Boys, Grover.....	\$0 38
67 Alice in Wonderland, Carroll .....	32
431 Short Stories of Our Shy Neighbors, Kelley.....	42
180 Story of Lincoln, Craven .....	24
162 Stories of Colonial Children, Pratt.....	32
463 Strange Peoples, Starr .....	34
182 Sweet William, Bouvet .....	75
424 Revolutionary Stories Retold From St. Nicholas.....	58
722 Under the Lilacs, Alcott .....	90
59 Sunbonnet Babies' Primer, Grover .....	34
Rab and His Friends, and Other Dog Stories, Brown.....	22
587 Heroes of the Middle West, Catherwood.....	43
311 King Arthur and His Knights, Radford.....	42
189 True Bird Stories, Miller .....	50
93 Docas, the Indian Boy, Snedden .....	32
302 Industries of Today, Lane .....	22
545 Conquest of Peru, Pratt .....	24

	Cost.
255 Fanciful Tales, Stockton .....	42
729 Widow O'Callaghan's Boys, Zollinger .....	75
637 Little Women, Alcott .....	92
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Total for 21 volumes .....	\$10 00

### SPECIAL TEN DOLLAR LIBRARY NUMBER IV.

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863 The Man Without a Country, Hale.....	22
567 Four American Pioneers, Perry .....	42
469 Swiss Family Robinson, Wyss .....	32
405 Norse Stories, Mabie .....	33
12 The Early Cave Men, Dopp .....	38
703 The Story of Tonty, Catherwood.....	75
632 Little Men, Alcott .....	92
712 Those Dale Girls, Carruth .....	75
150 Poems Every Child Should Know, Burt .....	70
578 Grasshopper Land, Morley .....	83
124 Little Folks of Many Lands, Chance.....	38
924 George Washington, Scudder .....	49
666 The Race of the Swift, Litsey .....	81
679 The Ship of State by Those at the Helm.....	34
669 The Red True Story Book, Lang.....	42
620 William Tell, Upton, Tr.....	42
663 Prose Passages From Parkman .....	44
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Total for 20 volumes .....	\$10 00

### RULES AND REGULATIONS.

Note.—The following rules and regulations for the management of the libraries are recommended for adoption by boards of directors. As given, these rules are suitable for rural school libraries. Any necessary changes to adapt them to the needs of other districts can be easily made:

1. During term of school the teacher shall be librarian. During vacation the clerk of the district shall be librarian, unless some other is so designated by the board of directors.

2. The librarian shall properly label and number each book in the library, and keep a catalogue of the same, showing the number of each book, title, date of purchase, cost, when loaned, when returned, etc.

3. Every volume in the library shall have pasted on the inside of the cover a printed label, giving the name or number of the school corporation, the name of the county, the number of the volume and the necessary rules governing the loaning, care and return of the book. (See other page for form. County Boards of Education should prescribe definite rules, and get their county courts to pay for the printing out of the county funds.)

4. Every volume loaned shall be entered by the librarian in a book to be provided for that purpose, its catalogue number, title, with the day on which it was loaned, when it was returned, to whom delivered, to whom charged, the con-

dition of the book when returned, fine assessed for detention or injury done to the book.

5. Every child attending school shall be entitled to the privileges of the library; but when the number of books is insufficient to supply all the pupils the librarian or teacher shall determine the manner in which books may be drawn.

6. No person shall be entitled to two books from the library at the same time, and no family shall draw more than one book while other families desiring books remain unsupplied.

7. No person shall loan a library book to anyone out of his own house under a penalty of twenty-five cents for each offense.

8. No person shall retain a book from the library more than two weeks under a penalty of five cents a week for each week he may so retain it; and no person may draw the same book a second time while any other person wishes to draw it.

9. The librarian shall designate such books as may be of constant use in the school as "Supplementary Books" or as "Reference Books," and these books can not be loaned to those who would take them from the house while school is in session.

10. On the return of a book to the library the librarian shall ascertain what injury, if any, has been sustained by it, and shall charge and collect the amount of the fine accordingly.

11. Any person refusing or neglecting to pay any penalty or fine shall not be allowed to draw any book from the library.

12. Any person, other than residents in the school district, may become entitled to the privileges of the library by the payment of an admission fee of \$1, and a monthly membership of twenty-five cents.

13. Books loaned to minors, not in attendance upon the school, shall be charged to their parents, guardians, or other parties with whom they reside, who shall be responsible for the books under these regulations.

14. If any person having held the office of librarian shall neglect or refuse to deliver to his successor all the library property, the president of the board of directors shall forthwith commence an action in the name of the corporation for the recovery of the property the librarian shall so neglect or refuse to deliver.

15. The library fines collected shall be applied to the replacing of volumes and rebinding such books as may require it.

16. At the close of the school term, the teacher should make a list of books belonging to the library and give it to the district clerk, to be turned over to the next teacher.

17. A blank book, 8 by 10 inches, costing about 25 cents, should be used for a library record. The names of the books should be recorded in it in alphabetical order. The last half of the book should be used to record the books loaned and should show the following items: Number of book, title, date loaned, to whom, conditions (good, fair, poor), date returned, remarks.

18. The district clerk shall, in his annual report to the county commissioner, report the following:

- (a) The number of volumes in the library.
- (b) The number of volumes purchased during the year.
- (c) The number of volumes loaned during the year (counting each volume once for each time it is loaned.)
- (d) The amount of fines assessed.
- (e) The amount of fines collected.
- (f) Such other items as the commissioner may require for his annual report to the State Superintendent.

## SCHOOL DISTRICT LIBRARY RULES.

Prescribed by the County Board of Education.

- (1) The teacher shall have charge of the library during the term of school.
- (2) Circulating books may be retained two weeks.
- (3) Five cents per week will be charged for time beyond two weeks.
- (4) The following fines shall be assessed and collected by the librarian:
  - (a) For retaining a book beyond two weeks, five cents per week.
  - (b) For the loss of a volume, the cost of the book.
  - (c) For a leaf of a book torn out, or lost or soiled, so as to render it illegible, the cost of the book.
  - (d) For any injury beyond ordinary wear, an amount proportionate to the injury, to be estimated by the librarian.
  - (e) Whenever any book shall not be returned within six weeks from the time it was loaned it shall be deemed to be lost, and the person so retaining it shall be charged with its cost, in addition to the weekly fine for retention up to the time such charge is made.
- (5) Any person refusing or neglecting to pay any penalty or fine shall not be allowed to draw any book from the library.
- (6) Books loaned to minors not in attendance upon the school shall be charged to the parents, guardians or other parties with whom they reside, who shall be responsible for the books under these regulations.

## CARE OF BOOKS.

Teachers, pupils and borrowers of books should carefully observe the following suggestions:

- (1) Never touch a book unless your hands are clean and dry.
- (2) Never turn down the corner of a leaf.
- (3) Never turn an open book on its face.
- (4) Never leave one in the sunlight or on a dusty shelf or desk.
- (5) Do not mark books.
- (6) Keep them away from the heat and dampness.
- (7) Do not wet your fingers to turn a leaf.

## BOOKS FOR CLASS D, FIRST AND SECOND YEARS.

	List Price.	Dist. Price.
1. ANIMALS WILD AND TAME, Davis. Educ. Pub. Co. Nat. pp. 167. A good book to supplement the First Reader. Boards..	\$ 30	\$ 24
Cloth . . . . .	40	32
2. AROUND THE WORLD, Book First, Carroll. Silver. Geog. pp. 160. Treats of Eskimos, Indians, Arabs, Dutchmen, Chinese and Japanese . . . . .	36	31
3. BIG PEOPLE AND LITTLE PEOPLE OF OTHER LANDS, Shaw. Amer. Bk. Co. Geog. pp. 128. Something about appearance, customs, etc., of the people of China, Japan, Arabia, Korea and Holland . . . . .	30	25
4. BOYHOOD OF FAMOUS AMERICANS, Chase. Educ. Pub. Co. Hist. pp. 160. Stories of Washington, Franklin, Fulton, Morris, Edison, Irving, Cooper, Webster and Longfellow. . . . .	40	32
5. BROWNIE PRIMER, THE, Banta. Flanagan. Lit. pp. 98. Printed in four colors. Stories of the Brownies, etc. . . . .	35	28



	List Price.	Dist. Price.
6. BROWNIE'S QUEST, THE, Denton. Flanagan. Nat. pp. 118. Brownie stories about nature, animals, etc.....	30	24
7. BUNNY BOY AND GRIZZLY BEAR, Smith. Flanagan. Lit. pp. 112. Stories about grizzly bear, fox and rabbit.....	25	20
8. BUNNY BRIGHT EYES, Smith. Flanagan. Lit. pp. 100. Second in the Bunny series. Contains more stories about Bunny...	25	20
9. CHILDREN OF THE CLIFF, Wiley & Edick. Appleton. Hist. pp. 81. An entertaining story of the Cliff Dwellers.....	30	25
10. CHRISTMAS EVERY DAY, Howells. Harper. Lit. pp. 150. A collection of children's stories.....	1 25	81
11. CLASSIC STORIES FOR LITTLE ONES, McMurray. Pub. School Pub. Co. Lit. pp. 143. A good book for the second grade. Boards . . . . .	30	24
Cloth . . . . .	35	28
12. EARLY CAVE MEN, Dopp. Rand, McNally. Hist. pp. 182. A vivid story of the Age of Combat. A struggle for supremacy between man and the beasts of the period. Illustrated.....	45	38
13. EARTH AND SKY, No. 1, Stickney. Ginn. Geog. pp. 115. Easy reading lessons about plants, animals and the inanimate world	30	25
14. ESKIMO STORIES, Smith. Rand, McNally. Geog. pp. 189. A striking set of stories about Greenland, its queer people, strange birds and beautiful lights. Illustrated.....	35	29
15. EUGENE FIELD READER, Harris. Scribner. Lit. pp. A selec- tion of simple reading from Field's stories and poems.....	40	34
16. FABLES AND FOLK STORIES, Scudder. Houghton. Lit. pp. 179. A collection of the most famous fables and folk stories for children . . . . .	40	32
17. FAIRY STORIES AND FABLES, Baldwin. Amer. Bk. Co. Lit. pp. 176. Some of the old familiar fairy tales and fables ascribed to Aesop . . . . .	35	29
18. FIFTY FAMOUS STORIES RETOLD, Baldwin. Amer. Bk. Co. Lit. pp. 172. Incidents from the lives of great men of legend and history . . . . .	35	29
19. FISHING AND HUNTING, Mott and Dutton. Amer. Bk. Co. Geog. pp. 127. Pictures of human life in its more remote and exceptional forms, with suggestions for hand work. Illustrated	30	25
20. FOLKLORE READER, Book I, Grover. Atkinson. Lit. pp. 107. Suitable for supplementary reading.....	30	26
21. FROM SEPTEMBER TO JUNE, Warren. Heath. Nat. pp. 184. Good to supplement the first reader.....	35	30
22. GRIMM'S FAIRY TALES, Part I, Wiltse. Ginn. Lit. pp. 237. Good stories for second, third and fourth grade pupils.....	35	29
23. HIAWATHA PRIMER, Holbrook, Houghton. Lit. pp. 139. Not much trouble to interest the children in this as supplementary to the first reader.....	40	34
24. HOLTON PRIMER, THE, Holton. Rand, McNally. Lit. pp. 111. Based upon the child's love of animals, games and play. Im- mensely attractive for children. Illustrated.....	25	21
25. HOUSEHOLD SCIENCE READERS, Book I, Longmans. Nat. pp. 129. An elementary consideration of foods.....	42	35
26. HOUSEHOLD STORIES, Klingensmith. Flanagan. Lit. pp. 175. Stories from literature, nature and history.....	35	28
27. JINGLE PRIMER, THE, Brown and Bailey. Amer. Bk. Co. Lit. pp. 128. A first book in reading, based on Mother Goose rhymes and folk tales. Illustrated.....	30	25
28. LATER CAVE MEN, Dopp. Rand, McNally. Hist. pp. 197. The age of the chase. Here man appears as the conqueror of the wild beasts. Illustrated . . . . .	45	38

	List Price.	Dist. Price.
29. LITTLE PEOPLE OF JAPAN, Muller. Flanagan. Geog. pp. 193. The story of Japanese child life.....	40	32
30. LITTLE PEOPLE OF THE SNOW, Muller. Flanagan. Geog. pp. 129. Story of the Eskimos for first reader children. Boards. Cloth . . . . .	25 35	20 28
31. LODRIX, THE LITTLE LAKE DWELLER, Wiley and Edick. Ap- pleton. Hist. pp. 86. A charming story of prehistoric children.	30	25
32. MERRY ANIMAL TALES, Bigham. Little. Lit. pp. 217. Some of the world's famous fables dressed in new clothes.....	60	52
33. NATURE STUDY READER, Volume I, Wilson. Macmillan. Nat. pp. 275 . . . . .	35	29
34. NATURE STUDY READER, Volume II, Wilson. Macmillan. Nat. pp. 252. These two books contain nature, art and literature..	35	29
35. NEW CENTURY READER, Book I, Perdue and LaVictoire. Rand, McNally. Lit. pp. 112. How some little people lived and en- joyed the everyday things which childish faith invests with such color and interest. Illustrated.....	17	16
36. OUR LITTLE BOOK FOR LITTLE FOLKS, Crosby. Am. Bk. Co. Lit. pp. 106. Good supplementary reading for the first two years in school . . . . .	30	25
37. OUTDOOR PRIMER, THE, Grover. Rand, McNally. Lit. pp. 104. A most alluring presentation of outdoor life, unusually fine illustrations . . . . .	25	21
38. OVERALL BOYS, THE, Grover. Rand, McNally. Lit. pp. 123. A companion work to the Sunbonnet Babies Primer, and a lively little tale of small boy life. Illustrated in color.....	45	38
39. PLAY TIME AND SEED TIME, Parker and Helm. Appleton. Geog. pp. 153. Book I of Uncle Robert's Geography.....	32	27
40. ROBERT LOUIS STEVENSON READER, Brice and Spaulding. Scribner. A bright and entertaining selection of Stevenson's poetry, simplified for youngest readers.....	40	34
41. ROBIN READER, Barney. Scribner. Lit. pp. 117. A nature reader for lowest grades . . . . .	35	30
42. ROUND THE YEAR IN MYTH AND SONG, Holbrook. Am. Bk. Co. Lit. pp. 204. Correlates nature study and literature....	60	50
43. SAND MAN, THE, HIS FARM STORIES, Hopkins, Page. pp. 217.	1 50	95
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45. SCIENCE READER, Volume I, Murchie. Macmillan. Nat. pp. 127. Forty lessons on elementary science, with a summary for teachers following . . . . .	25	21
46. SEASIDE AND WAYSIDE, Volume I, Wright. Heath. Nat. pp. 95. Treats of Crabs, Wasps, Spiders, Bees and some mollusks in a simple style . . . . .	25	21
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49. SOME OF OUR FRIENDS, Welsh. Edc. Pub. Co., Nat. pp. 159. Tells of familiar animals in and about the home. Boards... Cloth . . . . .	30 40	24 32
50. SONGS OF TREETOP AND MEADOW, McMurray and Cook. Pub. School Pub. Co. Lit. pp. 143. Verse and nature study.....	40	32
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52.	STORIES FOR CHILDREN, Lane. Amer. Bk. Co. Lit. pp. 104. Good stories for first reader classes.....	25	21
53.	STORIES OF GREAT INVENTORS, Macomber. Educ. Pub. Co. Lit. pp. 167. Stories of Fulton, Whitney, Morse, Cooper and Edison. Boards . . . . .	30	24
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55.	STORIES OF OLD MOTHER GOOSE VILLAGE, Bigham. Rand, McNally. Lit. pp. 196. The book re-unites many friends from Mother Goose Rhymes in the happiest manner and under new and instructive circumstances. Illustrated in color.....	45	38
56.	STORIES OF PLANT LIFE, Bass. Heath. Nat. pp. 158. Gives the child a poetic view of nature.....	25	21
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	Cloth . . . . .	40	32
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59.	SUNBONNET BABIES PRIMER, Grover. Rand, McNally. Lit. pp. 109. Full of charm and interest. Unique illustrations in color . . . . .	40	33
60.	TALE OF BUNNY COTTON-TAIL, THE, Smith. Flanagan. Lit. pp. 95. A clever story of a rabbit's life, reciting the adven- tures of Bunny and his friends.....	25	20
61.	TALES OF ANCIENT HEBREWS, Herbst. Flanagan. Hist. pp. 136. Stories of the heroes of the Bible.....	35	28
62.	TREE DWELLERS, THE, Dopp. Rand, McNally. Hist. pp. 160. Stories of primitive man.....	45	38
63.	WATER BABIES, THE, Kingsley-Woodward. Educ. Pub. Co. Lit. pp. 107. Stories for youngest readers. Boards.....	30	24
	Cloth . . . . .	40	32
64.	WORLD AND ITS PEOPLE, THE, Dunton. Silver. Geog. pp. 160. First lessons in geography with poems and stories.....	36	30

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65.	AESOP'S FABLES, Volume 1. Educ. Pub. Co. Lit. pp. 127. For close of first and beginning of second year. Boards.....	30	24
	Cloth . . . . .	40	32
66.	AESOP'S FABLES, Volume II. Educ. Pub. Co. Lit. pp. 127. These stories never grow old. Boards.....	30	24
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68.	AMERICAN HISTORY STORIES, Volume I, Pratt. Educ. Pub. Co. Hist. pp. 183. The simple stories of the colonial period create the "historical appetite." Boards.....	36	28
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69.	AMERICAN HISTORY STORIES, Volume II, Pratt. Educ. Pub. Co. Hist. pp. 158. Stories of the Revolution. Boards.....	36	28
	Cloth . . . . .	50	40
70.	ANDERSON'S FAIRY TALES, Series I Stickney, Ed. Ginn. Lit.		

		List Price.	Dist. Price.
	pp. 280. Suitable for fourth grade pupils.....	40	34
71.	ANIMAL LIFE, Bass. Heath. Nat. pp. 172. Stories of insects, illustrating the means of self-protection, their methods of home building, of caring for their young ,etc.....	35	30
72.	AROUND THE WORLD, Book II, Carroll. Silver. Geog. pp. 232. Tells of Alaska, Mexico, Norway, Sweden, Switzerland, Cuba, Porto Rico, Hawaii and the Philippines.....	45	39
73.	ASGARD STORIES, Foster and Cummins. Silver. Lit pp. 123. Tales from the rugged Norse mythology.....	36	31
74.	AUNT MARTHA'S CORNER CUPBOARD, Kirby. Educ. Pub. Co. Geog. pp. 160. Information about common articles ,such as tea, coffee, sugar, rice, etc. Boards.....	30	24
	Cloth . . . . .	40	32
75.	AUTOBIOGRAPHY OF A BUTTER FLY AND OTHER STORIES, THE, Dalton. Rand, McNally. Nat. pp. 164. Stories of butterflies, bugs and bees.....	30	25
76.	BIG BROTHER, Johnson. Page. Lit. pp. 58. Story of devotion and love of a small boy for his smaller brother.....	50	32
77.	BIRD STORIES, Mulets. Page. Nat. pp. 240. Facts about birds in story form . . . . .	1 00	64
78.	BONNIE PRINCE, Sewell. Flanagan. Lit. pp. 148. A story of a dog . . . . .	35	28
79.	BOOK OF LEGENDS, Scudder. Houghton. Lit. pp. 64. Children can read and enjoy this book themselves.....	25	21
80.	BOY ON THE FARM, A, Johnson, Ed. Amer. Bk. Co. Nat. pp. 182. Made up from Jacob Abbot's Rollo at Work and Rollo at Play. Illustrated . . . . .	45	38
81.	CAVE BOY, THE, McIntyre. Appleton. Hist. pp. 131. A bright, interesting story, dealing with the age of stone, full of historical and geographical value.....	40	34
82.	CENTURY BOOK OF FAMOUS AMERICANS, Brooks. Century. Hist. pp. 259. Describes the early days of Washington, Lincoln, Grant, Jefferson, Webster, and other famous men.....	1 50	98
83.	CHATTY READINGS AND ELEMENTARY SCIENCE, Volumes I and II, Longman's. Nat. pp. 128 and 134.....	36	30
84.	CHILD LIFE IN LITERATURE, Blaisdell. Macmillan. Lit. pp. 180. Series for children of the third grade.....	40	34
85.	CHILD LIFE IN MANY LANDS, Blaisdell. Macmillan. Geog. pp. 160. Instructive and can be made interesting.....	36	30
86.	CHILD LIFE IN TALE AND FABLE, Blaisdell. Macmillan. Lit. pp. 159. Legends and myths of child life.....	35	29
87.	CHILD'S GARDEN OF VERSE, Stevenson. Rand, McNally. Lit. pp. 93. Books of poems by Robert Louis Stevenson.....	50	42
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90.	COLONIAL DAYS, Welsh. Educ. Pub. Co. Hist. pp. Stories of early days in Virginia, Carolina, Maryland and Georgia....	50	40
91.	DAYS AND DEEDS ONE HUNDRED YEARS AGO, Stone and Pickett. Heath. Hist. pp. 134. Stories of industrial and social life of the Colonies having children as chief characters. Illustrated . . . . .	35	30
92.	DISCOVERERS AND EXPLORERS, Shaw. Amer. Bk. Co. Hist. pp. 120. Stories of pathfinders of four hemispheres.....	35	30



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94.	EACH AND ALL, Andrews. Ginn. Geog. pp. 142. Seven little children representing the different races here prove their sisterhood . . . . .	50	42
95.	EDGEWORTH'S WASTE NOT, WANT NOT, O'Shea. Heath. Lit. pp. 92. Several short stories with morals.....	20	17
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99.	FLOWER STORIES, Mulets. Page. Nat. pp. 241. Facts about flowers in story form.....	1 00	64
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102.	FRIENDS OF THE FIELD, Chase. Educ. Pub. Co. Nature study for little folks. Boards.....	30	24
	Cloth . . . . .	40	32
103.	GIANT SUN AND HIS FAMILY, Proctor. Silver. Geog. pp. 175. Fascinating stories of the planetary system told with clear- ness and accuracy . . . . .	50	43
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